



Career Transition Assistance in Federal Agencies

Committee on Career Transition Assistance

CAREER TRANSITION: A RESOURCE GUIDE

Washington, D.C. 20415-0001

July 1995

Publication No. IAG-95-0001

PREFACE

CAREER TRANSITION: A RESOURCE GUIDE

PURPOSE OF GUIDE. This guide was developed by the U.S. Office of Personnel Management (OPM) in conjunction with the Career Transition Committee of the Interagency Advisory Group of Federal Personnel Directors to assist Federal agencies in planning for and carrying out downsizing and restructuring. It is planned as a living document. As agency staff use the document, they are requested to suggest additional areas that should be covered. If the agency can provide non-copyrighted documents that they have already developed, these will be considered for inclusion. The contact person for these additions is Susan Shelton, 202-606-2227. She will see that the ideas get to the appropriate people.

This guide will be found on Mainstreet, OPM's main bulletin board, 202-606-4800. Additional copies can be downloaded from that bulletin board.

NON-ENDORSEMENT **This guide does not endorse, promote, or rate the quality of services provided by any particular organization.** Please note that we have tried to keep the names of individual contractors out of the discussion. Unfortunately, there are places where this was not possible; this does not mean that we think the mentioned firms are better than other firms. Likewise, our choice of publications, videotapes, and computer programs to mention do not represent an endorsement of them.

ACKNOWLEDGEMENTS. This guide was developed by OPM staff members John Kraft, Susan Shelton and C.C. Christakos for the Career Transition Committee of the Interagency Advisory Group of Federal Personnel Directors. Charles Anderson and Andrew Kalt assisted them in preparing some of the material, particularly the discussions on competitive contracting and position management. All of the professional staff of the Workforce Restructuring Office assisted in reviewing and commenting on the report. Some appendices contain stand-alone publications that can be copied and used by agencies; the authors of these appendices are indicated in their discussions.

TABLE OF CONTENTS

EXECUTIVE SUMMARY

CHAPTER 1	THE KEY ELEMENTS OF A SUCCESSFUL CAREER TRANSITION PROGRAM
CHAPTER 2	SOURCES OF SERVICES
CHAPTER 3	TRANSITION BENEFITS AVAILABLE TO FEDERAL EMPLOYEES
CHAPTER 4	SYNOPSIS OF OPM 1994 INTERNAL CAREER TRANSITION PROGRAM
CHAPTER 5	IAG DRAFT PROPOSALS FOR CAREER TRANSITION

APPENDICES

APPENDIX A:	MANAGERS' RESPONSIBILITIES
APPENDIX B:	SURVEY RESULTS OF FEDERAL CAREER TRANSITION PROGRAMS AND POINTS OF CONTACT
APPENDIX C:	COMMUNITY RESOURCE GUIDE
APPENDIX D:	DEPARTMENT OF LABOR DISLOCATED WORKER PROGRAM
APPENDIX E:	BENCHMARKS-- BEST PRACTICES
APPENDIX F:	REDUCTION IN FORCE SEPARATION COSTS VERSUS CAREER TRANSITION COSTS
APPENDIX G:	HHS GUIDE FOR CAREER CENTERS
APPENDIX H:	ANNOTATED BIBLIOGRAPHY OF RESOURCES
APPENDIX I:	PROCUREMENT ISSUES
APPENDIX J:	GUIDE TO PROGRAM EVALUATION

Ms. Gail Lovelace, Director of Personnel, General Services Administration, and a small team of members of the above mentioned committee, directed this guide. Ms. Lovelace, Mr. Terry Smith, Housing and Urban Development, Ms. Vivian Penda, GSA, and Ms. Vicky Novak and Ms. Sandi McArter, NASA, were particularly helpful in suggesting how the materials should be presented and commenting on the various drafts of this guide.

CAREER TRANSITION: A RESOURCE GUIDE

EXECUTIVE SUMMARY

This guide can assist Federal agencies confront and overcome the people aspect of organizational change. It discusses tools, resources and strategies to help employees make transitions to new positions or careers.

- * Chapter 1 discusses the key elements of any successful transition program. While programs will vary depending on resources, time, and the situation an organization faces, these elements are present in all highly successful efforts.
- * Chapter 2 discusses the sources of help available to agencies in setting up career transition programs, whether internally or through the use of outside assistance.
- * Chapter 3 lists the benefits and support programs currently available to Federal employees affected by downsizing.
- * Chapter 4 outlines the program OPM found successful in its 1994 downsizing.
- * Chapter 5 is the Interagency Group, (IAG) Draft proposals for providing career transition services to federal employees affected by downsizing. This plan is a coordinated effort by agencies that can augment the programs of individual agencies, and provide economies of scale in the Washington, D.C. area.

Career transition is largely a matter of individual responsibility. To be successful, an employee must become the manager of his or her own transition. Programs ranging from the briefest to the most intensive can only facilitate an individual's acceptance and execution of this responsibility. Regardless of the obstacles present, employees who aggressively accept this responsibility almost always succeed.

A successful transition can be described as a marketing exercise, embracing both good planning and execution. Individuals need to believe that it is in their best interest to conduct a focused and aggressive effort. Denial, anger, and depression are major hurdles to many employees who face involuntary transition. A successful transition program helps employees overcome and control these obstructions, allowing them to assess their career options in a constructive light. Much like a business, the employee then needs to determine what his or her most saleable qualities and skills are, and how to research, target, advertise, and sell these skills in markets that meet the employee's needs.

Successful transitions result from a good blend of attitude, knowledge, transition tools, and action. When an agency makes a commitment to share responsibility for making individually successful transitions occur, they become partners in the resolution of a difficult situation. Results oriented programs, where accountability for success is tracked and communicated, lead to successful transitions and benefit the organization after the downsizing is completed.

This handbook outlines many specific tools, techniques, and products that work. OPM has had significant success with its own career transition efforts, and stands ready to assist other agencies achieve similar results.

CHAPTER 1

THE KEY ELEMENTS OF A SUCCESSFUL CAREER TRANSITION PROGRAM

A high quality career transition program sends a strong message to the workforce that the organization wants to help them be successful inside or outside of the organization. In addition to its positive impact on both the affected and remaining employees, a results oriented program can save an agency money and resources. (See Appendix F for detailed cost analysis.)

ULTIMATELY THE EMPLOYEE MAKES HIS OR HER OWN TRANSITION, but there is a wide array of tools available to assist them.

Key elements of a successful program include:

1) **Communication.** Clear and continuing communication from the top of the organization sets the tone. Early articulation of the size and scope of the downsizing is the best way to get affected employees focused and energized for the task they have before them. A firm commitment to results will enhance the organization's ability to convince employees to fully utilize the transition tools available. Effort spent at the outset to market the theme that employees need to adopt responsibility for managing their transitions will pay dividends throughout the effort. Communication of results and successes (with the individual's approval) will demonstrate to affected peers that the program produces successful transitions.

2) **Assessment of Employees' Career Goals and Options.** The more employees view the transition as an opportunity to advance their career, the greater the chance they have to emerge from a downsizing experience better off than when they started. Thus long range career goals should be considered as much as how to get the next job. Assessment also provides the basis of the marketing plan that employees will use to articulate and package their skills in subsequent job targeting, resume preparation, and interviewing.

It is often difficult for employees not familiar with assessment tools to appreciate their value, and work their way through what might seem like long and complicated exercises. However, the rewards for perseverance are significant in that the individual gains both specific transition skills as well as increased ability to articulate what they offer an employer. This ability, along with research on what they employer is looking for, lead to good matches and successful transitions.

3) **Employee Assistance Program (EAP) Counseling.** Since career transition can be a stressful exercise, involvement of an organization's EAP in the planning of a program is useful. The availability of the services to affected employees can accelerate the pace at which they are able to maximize their opportunities. EAP counseling should be differentiated from career transition counseling or coaching. Though they should be utilized in coordination, career transition counseling is focused on the specific task of developing and executing a marketing plan for the transitioning employee.

4) **Development of the Individual Marketing Plan.** The employee creates a personal plan of the skills he or she is marketing. Targets are identified; how he/she will research and network those targets, and how he/she will present his/her skills in resumes, correspondence and interviews must be considered. Such plans should be flexible and pursue multiple targets simultaneously. Most employers hire based on the portion of the individual's job search that they can see. If they see a motivated individual who is aware of the employer's needs and can confidently articulate how their skills fit those needs, the situation is far more likely to conclude successfully.

5) **Job Lead Development.** This aspect of career transition ranges from extensive personal networking, to a variety of federal and private sector job listings. Career transition programs have had good results in dedicating specific resources to develop job leads. This is particularly productive when the efforts are focused on the employee's individual marketing plans.

Whatever level of resources are available, the more specific the individuals are about what they are looking for, and how their skills can fill the needs of their targets, the faster and more profitable this element of the transition process will be.

6) **Person to Person Counseling.** Depending on the resources of the transition program, this combination of coach, soundingboard, and facilitator can range from group transition counseling, to individual transition coaching (peer or professional). Individuals in transition are best served when they assume responsibility for managing their own transition, but this kind of assistance can greatly leverage their resources.

7) **Career Transition Workshops/Training/Skills Development.** These can include benefits counseling, retirement planning, starting your own business, resume' preparation, mounting an effective career search, building job networks, personal financial planning, interviewing strategies, dealing with search firms and placement agencies, and many others.

These workshops are effective when utilized to help focus a person's individual skills marketing plan. They add value by bolstering the individual's sense of being competitive in the job market as well as improving his or her ability to accomplish their transition more quickly and successfully.

In addition to workshops, there are videos available on the full range of subjects, making either group, individual, or distance learning transition programs feasible.

8) **Transition Program Management.** This should be simple, creative, and focused on helping employees assume responsibility for their transition, securing and explaining the transition tools available, and creating a results oriented atmosphere. Programs where management shares accountability for the success of employees in transition tend to work best.

9) **Program Implementation.** One or more career transition centers should be established in the agency to help the individuals involved in a major change. The center should be stocked with appropriate books, videos, audio cassettes, and software programs on career transitioning, and should be staffed by committed and trained people. Individual EAP counseling must be provided along with career counselors, trainers, workshops, etc., to provide individual and organizational advice to candidates targeted for separation. A career transition center director should be appointed who will coordinate the activities of the center. This director should have the full support of the agency head, and should be capable of convincing employees that the career transition tools will work for them if the commitment is made.

10) **Program Evaluation.** How is the program working/how did it work? Since downsizing sometimes comes in waves, organizations find it useful to survey previous participants about how such a program might be more effective should it need to be done in the future.

CHAPTER 2

SOURCES OF SERVICES

Design, Development, and Delivery of Career Transition Services

A good transition program requires a great deal of planning and can expend a significant amount of staff resources in the development and delivery of the services. Agencies have several options in how they approach this, ranging from using internal resources to having the entire service contracted out.

How an agency approaches outplacement is dependent upon several factors:

- Types of services offered
- Number of people requiring the services
- Location of people requiring the services
- Resources available through the agency (human, financial, and material) and the community
- Amount of time available to plan and deliver services.

The following table outlines the services discussed in this chapter.

SOURCES OF AGENCY ASSISTANCE FOR CAREER TRANSITION PROGRAMS
--Interagency agreements (OPM, Tennessee Valley Authority, Department of Agriculture Graduate School, Other Federal agencies' skills centers) --Use of current agency staff --Reimbursable and non-reimbursable staff from other agencies --OPM Career Transition Clearinghouse --Intergovernmental Personnel Act; faculty and college placement counselors --OPM Technical Management Agreements --GSA Federal Supply Schedule --Department of Army Job Assistance Contracts --Dislocated Worker Programs under the Department of Labor --Use of retired annuitants and volunteers --Use of experts and consultants --Competitive contracts (advertised in Commerce Business Daily) --Small Business Administration contracts --8A, Minority-owned Business contracts --Women-Owned Business contracts

A. Interagency Agreements.

Many agencies will provide reimbursable services to other agencies. Following are some examples:

OPM. OPM normally does not charge for services which will take a few hours of an employee's time. However, if the employee needs to spend several days, or weeks and months on a project for another agency, the agency normally expects to be paid for that employee's services. OPM recommends that all somewhat lengthy details be followed up with a SF- 50. For an employee who is detailed to another agency for a length of time, that agency must also prepare performance appraisals on the employee. Please contact the OPM Office of Communications, Professional Services Center, at 202-606-4400.

Tennessee Valley Authority. The TVA has an active outplacement program that is among the best in the business, private or public. They can respond quickly to an agency's outplacement needs. Its employees can meet the receiving agency's needs. (OPM used the TVA model in developing its own outplacement program last year.) TVA can be reached at 1-800-252-4383 or 615-632-4383 (voice) and 615-632-8285 (FAX). While the program is located in Tennessee, the TVA staff will come to your agency to plan the downsizing and outplacement with you and will train your staff as needed to provide the required services for your agency. TVA developed this service in the course of reducing its own size by several thousand employees.

Department of Agriculture Graduate School. The AG Graduate School regularly provides career counselors to other agencies. Examples are State, Commerce, and Education. The counselors all have masters degrees or higher and are trained in skills assessment and outplacement. Robert Walsh, the Director of the Career Transition Counseling Service, can be reached at 202-401-9136.

Agency Skills Centers. Currently, many agencies allow Federal employees from other agencies to use their skills centers without charge. However, if there is a large demand for these services, there may be a charge per individual served from another agency. At Appendix B is a listing of the current skills centers operating in the Washington, DC Metropolitan Area.

B. Use of Current Agency Staff

Any agency that has available highly trained personnel specialists or behavioral scientists, regardless of specialty, should consider using its own staff to develop the career transition program. OPM can provide management expertise to the agency in setting up this resource. The staff will need training. Either a contractor or another government agency can train the receiving agency's staff on how to carry out this work.

C. Reimbursable and Non-Reimbursable Staff from Other Agencies

Interagency agreements for individual staff members are very simple to execute and provide for additional staff to help you meet your career transition needs. (Normally, they do not count against your full-time equivalent ceiling, but rather the ceiling of the loaning agency.) This can be done on a reimbursable basis or a non-reimbursable basis. Agencies can provide staff at cost to another agency that needs the assistance. Included in the cost estimates are the salary of the employee, calculated on an hourly basis, his or her benefits, and usually an overhead charge. For non-revolving fund interagency agreements, OPM charges, for example, a 40 percent surcharge on the salary costs. This 40 percent covers the employee's annual, sick, administrative, and holiday leave, management overhead, and some other miscellaneous costs. All of the following agencies can provide interagency agreements under the provisions of the Economy Act (31 USC 1535 and 1536). Some may also be able to provide services under the provisions of the Government Employees Training Act (5 USC 4101-4119).

D. OPM Career Transition Clearinghouse

The OPM Office of Workforce Restructuring has set up a clearinghouse for career transition and is available to assist Federal agencies undergoing downsizing and restructuring. This clearinghouse is physically located in the main OPM office building at 1900 E Street, NW, Room 6504, Washington, DC and on the Mainstreet Bulletin Board, 202-606-4800. It provides an overview and detailed information on all aspects of career transition.

E. Intergovernmental Personnel Act; Faculty and College Placement Counselors

Some agencies may not have employees with career transition program knowledge to facilitate contracting out for career transition assistance. If this is the case, agencies should consider the temporary assignment of qualified personnel from state and local governments or personnel from institutions of higher learning to help them with the technical aspects of a contract. These assignments are referred to as "IPA assignments" or "Mobility assignments" as established under Title IV of the Intergovernmental Personnel Act (IPA), as amended (Public Law 91-648). Another legal reference is Chapter 33 of Title 5, U. S. Code, Subchapter VI.

Under the IPA, employees may be given temporary assignments between the Federal Government and state, local and Indian tribal governments, domestic institutions of higher learning, Federally Funded Research and Development Centers and certain other organizations. The assignments are management initiated and intended to facilitate short-term cooperation through the assignment of skilled personnel. Each assignment must be for the mutual benefit of the Federal agency and the state and local government or the institution of higher learning. The assignment must be agreed to by the employee. Assignments are limited to a period of up to two years, but may be extended up to two additional years in some circumstances. Faculty members from the

departments of psychology, sociology, and personnel from the college placement staffs of institutions of higher learning would be appropriate sources of potential assignees for career transition projects.

A Federal agency and a state and local government or learning institution may agree in writing to establish the assignment on a wholly or a partially reimbursable or non-reimbursable basis, including travel and transportation expenses, pay, and supplemental pay. A Federal agency would use its appropriations to pay or reimburse a state and local government or institution of higher learning for its employee assistance. An assignment under the agreement may be terminated at any time at the option of the Federal agency or the state or local government involved.

For specific information on how to establish an agreement with a state and local government or an institution of higher learning for the assignment of temporary personnel, contact the agency personnel office to see if it has an IPA coordinator to assist you. If it does not, you may contact Anthony Ryan, Coordinator, IPA Mobility Program, Office of Merit Systems Oversight and Effectiveness, U.S. Office of Personnel Management. (202) 606-1181.

F. OPM Technical Management Assistance (TMA) Program

The objective of the TMA is to develop a training program that specifically suits your present needs. A Statement of Work must be submitted which outlines your situation. The Statement of Work allows the TMA staff to assess the current situation of the agency and to get an initial sense of the direction in which the agency would like to go.

The following is a step by step process of what the TMA staff requests that you include in the Statement of Work: Briefly describe the present conditions and history surrounding the training problem (optional). Then describe the working environment and circumstances for which the training will be designed and developed. Indicate the desired subject areas and the skill or knowledge level required of the participants at the completion of the training. (If you have learning/instructional objectives, please provide them). You should also provide the number of potential trainees along with their skill level, grade(s), pay plans, and role(s) within the agency. Provide target starting and completion dates for the program, along with what materials you think the program may require (software, participant's guide, copies of the training program, etc.). Specifications/standards that the program must meet (software, electronic formats, ISD formats, computer platforms, continuing professional education society standards, etc.) should be explained at this time.

The TMA staff also requests that you calculate an estimate of the funding available for this project, including the amount being funded at this time and a ceiling amount. Please provide a primary and secondary point of contact, phone numbers, and mailing addresses.

To enter into an Interagency Agreement you should call (703) 312-7223 and request an

OPM Form 1617 and its instructions. This number is a general information number that can provide assistance or transfer you to a local unit. You must prepare a MIPR, purchase order, or other forms your agency uses to obligate funds. The OPM Form 1617, Interagency Agreement, may be used for this purpose. This information will be included in the instruction guide. In order for the TMA to accurately meet your needs, you must provide the required information clearly and concisely.

G. Dislocated Worker Programs of the Department of Labor

In Appendix D is a description of the Department of Labor's Employment Service Program, under the Economic Dislocation and Worker Adjustment Act (EDWAA) Program. The dislocated worker program is in the form of a grant to the states and the District of Columbia. As such, services vary from state to state. However, the programs in Washington, DC, Northern Virginia, and in Prince George's and Montgomery Counties, Maryland, are excellent and are tailored to the needs of the particular organization that is downsizing. Appendix C is a self-contained resource handbook for employees who are undergoing downsizing or relocation. The handbook lists the telephone numbers and addresses for these offices.

Overview of Department of Labor Research on Best Practices. The Office of the American Workplace, Department of Labor, commissioned a major study on the downsizing that has been taking place in American corporations. That office developed a report, Guide to Responsible Restructuring, and accompanying videotape. That office also publishes a free bimonthly newsletter, American Workplace. The office can be contacted as follows:

Office of American Workplace
U. S. Department of Labor
Room N-5402
200 Constitution Ave., NW
Washington, DC 20210
FAX 202-219-8762

H. GSA Federal Supply Schedule

For certain categories of products and services, GSA has established lists of firms that have been competitively selected. Although most of these schedules are not appropriate for career transition programs, the Training Aids and Devices schedule may be. There is no overhead cost to using this list. Schedules can be secured from: GSA Centralized Mailing List Service (CMLS), P. O. Box 6477, Fort Worth, Texas 76115 or call 817-334-5215. The CMLS will mail a copy of the schedule request to you and add you to the mailing list for further distribution. You may also contact the Schedule Information Center at 703-305-6477 for schedule information. Once you are on the CMLS you will always receive a copy of the schedule, as well as post cards or price lists from the contractors on these schedules. To receive contract information, call 202-501-1993.

I. Army Job Assistance Contract-Helping Federal Agencies Undergoing Change

The U.S. Department of Army provides comprehensive job assistance through outplacement contractor services to 100,000 Federal employees each year. Agencies may use this service through reimbursable agreements with Army. According to the Army, they are the first multi-agency job assistance program for the Federal Government. The Army serves the Army, Navy, and NASA and is actively negotiating with other interested agencies. They operate at more than 60 job assistance centers around the world and travel to other locations to set up temporary services.

The Army points out that they provide their services with affordability, quality, responsiveness, innovation, and flexibility. They will work with you to develop a program, monitor the performance, and provide feedback. For more information contact Katie Cohen (703) 325-2790 or Steve McCarthy (703) 325-3590.

J. Use of Retired Annuitants and Volunteers

Frequently the people retired from an organization are the best sources for assistance. They often have the time and are willing to help. In addition, all agencies can use high school, college, or graduate school volunteers. If your statutory authority allows you to use volunteers, this is a great resource and should be used.

K. Use of Experts and Consultants

The use of experts and consultants is not discussed here. This is a viable source where appropriate. See 5 CAR 302.101 to 108 for more information.

L. Use of Competitive Contracts

Contracting and procurement laws and regulations are complex to follow and must be adhered to. The agency office designated for this function will ensure that the process is carefully followed. Three major responsibilities of the office that is initiating a career transition contract are: (1) developing the Statement of Work to explain what is to be accomplished and recommending estimated resource requirements to meet this requirement, (2) assisting the contract and procurement staff in evaluating proposals from potential contractors, and (3) monitoring the contract, once awarded, to ensure that each step of the project is completed in accordance with the signed contract.

When a competitive contract is used, a firm fixed-price career transition contract procedure is recommended because: (a) most Government organizations budget or allocate a one-time-only, fixed dollar amount for career transition projects when their need becomes known, (b) the actual cost of most career transition projects can be accurately estimated, and (c) end services and products can be specified. Under a firm fixed-price contract, the contractor guarantees the performance of the contract at a firm price that has been negotiated in advance. For the most part in career transition

programs, cost estimates are based on the staff hours required to develop a product or service and the staff required to deliver those services. However, there may be other costs and these must be estimated. For example, if the contract is to develop a resource library, the cost of this library must be considered. Likewise, if the contractor is to develop a computer system for career assessment, these costs must be included. (This would include the licensing fee for utilizing Career Point or other commercial computer programs to assess employee competency.) It is usually pointed out in the RFP that this information is given for advisory purposes only and does not necessarily set any arbitrary limitations on the potential contractor's proposal.

At Appendix I is a description of the competitive procurement process. The principles used for large competitive contracts described here are also appropriate for other types of procurement in that they provide a carefully thought out and systematic process to follow.

M. Small Business Administration Contracts.

The Small Business Administration (SBA) currently operates to encourage and to provide mechanisms to allow small business firms to provide products and services to the Federal government. Public Law 95-507 makes mandatory the encouragement of small business opportunities. This discussion deals with how to assess the services of small businesses. The SBA maintains an extensive inventory of its own and other government reports, surveys, and services on the Internet. These can be addressed as: www.sbaonline.sba.gov. Also, these can be downloaded from the SBA bulletin board: 202-401-9600. Technical support is available on 202-205-6400.

When contracting for transition services, a comprehensive statement of work, evaluation criteria, and a contractor source plan must be provided. The statement of work identifies what is essential to accomplish the minimum needs of a work requirement. The technical evaluation criteria must coincide with the applicable statement of work. The evaluation criteria needs to consist of pertinent information to be used in the evaluation and source selection process. The source selection plan establishes a system for rating each proposal in a consistent, fair, and unbiased manner. The agency's contracting office establishes much of the criteria that are used in the process.

The contracting office searches the Procurement Automated Sources System (PASS) and other sources for applicable small business firms, including minority and women owned firms. (The PASS system is being phased out. It is being absorbed by the new vendor registration system, which is part of the Federal Acquisition Computer Network.) PASS was designed to establish a centralized, computer-based inventory and referral system of small businesses interested in being a prime or subcontractor for Federal requirements. Using computers and remote video terminals, PASS furnishes sources by matching keywords which small firms have used to describe their capabilities. Firms are also available by Standard Industrial Classification (SIC) Codes, Federal Supply Codes or DUNS numbers. Sources may also be retrieved by geographic region. When

procurement agencies or prime contractors request small business sources, SBA can furnish the names and capabilities of those firms meeting the buyer's specifications. Also, a profile of the firm can be made available which gives information as to minority status, and quality assurance programs.

Agency contract and procurement staffs, not program offices, are the agency representatives who will contact SBA. Federal agencies that think they can use this service are encouraged to do so. Agencies should also encourage individuals and small consulting firms that they use through personal service contracts to register with the PASS system. To register on the PASS system, the organization should call the SBA Answer Desk 1-800-827-5722, or PASS (202) 205-6469. The Service Corps of Retired Executives (SCORE) provides training and one-on-one counseling at no charge to small businesses. The Minority-Owned Business and Women-Owned Business programs come under the authority of the SBA.

N. 8A, Minority-Owned Business Contracts.

The 8(a) Program provides Federal government contracts and other assistance to small companies owned by socially and economically disadvantaged persons. Generally, contracts with an award value of less than \$3 million for all non-manufacturing Standard Industrial Classification (SIC) codes are awarded on a non-competitive basis. Contracts greater than that are awarded after competition among eligible 8(a) participants. It is recommended that the program office locate two or more qualified minority firms that can do the work requested. This will save considerable procurement processing time. Additional information may be obtained by calling 202-205-7333.

O. Women-Owned Business Contracts.

The SBA's Office of Women's Business Ownership has addressed the challenges presented by women business owners and crafted programs to help them overcome obstacles. These programs reach the range of entrepreneurs -- from potential business owners, to those seeking to expand ongoing businesses. The SBA sees its role as providing more comprehensive and accessible training for potential and current entrepreneurs so that their start-up businesses succeed and their on-going businesses grow.

The minority set-aside program does not apply to women-owned firms unless they meet the criteria established for the 8A firms. The primary emphasis of the SBA is to encourage women to establish businesses, to train and mentor women on managerial and entrepreneurial skills, and to help the firms compete in the market place.

CHAPTER 3

TRANSITION BENEFITS AVAILABLE TO FEDERAL EMPLOYEES

This chapter discusses the legally required programs and services currently available within the Federal Government for employees who are terminated through no fault of their own. It is abstracted from a recent report of the U.S. Office of Personnel Management (OPM) and is based on input from the various Federal agencies involved. Additional information on these programs can be secured from the MAINSTREET bulletin board, 202-606-4800, or from OPM's Workforce Restructuring Office, 202-606-0960.

Current Federal Assistance Programs.

Any effort to improve assistance to RIF-ed workers must begin by looking at existing programs. A wide range of programs and benefits is available to assist displaced Federal employees. Some are available to all Government workers. Others, however, vary from agency to agency and not all RIF-ed Federal workers have access to them. Statutory eligibility requirements and individual agency management decisions often play a role in determining which benefits are available.

The following is a list of programs and benefits currently available to all displaced employees and a list of those benefits and programs available only to Department of Defense displaced employees. Also included is a list of transition services now provided to employees in some agencies and locations.

A. Governmentwide Programs and Benefits Available to Employees Separated by RIF.

Placement Assistance.

1. Interagency Placement Program (IPP). This is an automated program administered by OPM to provide RIF'd employees who were or will be separated priority reemployment consideration for positions in other Federal agencies over applicants who do not have Federal status. All employees may participate except temporary, Schedule C, and employees who leave voluntarily.
2. Reemployment Priority List (RPL). Primarily a post-RIF program administered by individual agencies that gives separated employees priority for vacancies in their former agency over candidates who are not agency employees.

3. Modification of Qualification Requirements. Agencies may modify OPM qualifications standards for in-service placement actions of RIF-ed employees if the agency determines that the employee can successfully perform the work of a position even though the employee may not meet all OPM qualification requirements.
4. Senior Executive Service (SES) Placement Assistance Program and Government Registration. By law, SES reduction-in-force procedures are different than those that apply to competitive service positions. As a result, OPM administers a distinct placement assistance program designed specifically for members of the Senior Executive Service. Unless the agency is being abolished, an SES person who is RIF-ed is guaranteed a GS-15 level position. (He or she can be RIF-ed from the GS-15 level position.) Please contact the OPM Office of Executive Resources for more information on this program. Call 202-606-2246.

Job Information.

1. Career America Connection. A touch tone telephone system which provides up-to-date job information.
2. Federal Job Opportunities Bulletin Board. A computer-based bulletin board system which provides general and specific employment information, current worldwide Federal job opportunities, and salary and pay rates. This information is also available through OPM Federal job information touch screen computers. These are pc-based systems that use touch screen technology to provide job seekers with daily worldwide Federal employment information at the touch of a finger. Key features include: current worldwide Federal job opportunities, information on the hiring process, general and specific employment information, and the capability for individuals to request application materials.
3. Federal Employment Information Centers. OPM Federal Employment Information Centers are located throughout the United States to provide up-to-date information on Federal employment opportunities.

Advance Warning of Separation. Agencies may issue a Certification of Expected Separation to employees when the agency expects to separate them within 6 months by RIF. This notice allows employees to register early for outplacement and retraining services provided through their agency, OPM, and the Job Training Partnership Act administered by the Department of Labor. By law, Federal employees are entitled to 60 day advance notice of RIF separations.

Job Training Partnership Act (JTPA). A Department of Labor program which disburses funds to the individual states to provide readjustment and retraining services for individuals who are involuntarily separated from employment. Services may include career counseling, testing, retraining, placement assistance, support services and financial counseling to eligible employees both before and after the RIF.

Severance Pay. Continuation of pay for up to 1 year for eligible employees separated by RIF using a standard formula based on length of service and age. (Paid for out of each agency's appropriated funds for its employees.)

Unemployment Compensation. A program administered by the Department of Labor, through agreements with state governments, which provides weekly income for a limited time period to eligible separated Federal employees. (Paid for out of each agency's appropriated funds for its employees.)

Refund of Unused Annual Leave. Separated employees receive a lump-sum payment for accrued annual leave. (Employees may generally carry over 240 hours of annual leave each year.) Employees are entitled to have their sick leave re-credited if reemployed in the Federal service, or have it added to their total service if eligible for annuity benefits under the Civil Service Retirement System.

Payment of Relocation Expenses. Title 5, United States Code, Section 5724e, and Federal Travel Regulations prepared by the General Services Administration state that in a RIF or transfer of function, expenses may be paid in whole or part by the agency from which the employee transfers or by the agency to which he/she transfers.

Retirement.

1. Discontinued Service Retirement. A discontinued service or involuntary retirement provides an immediate annuity for employees who are separated by RIF provided they have at least 20 years of service and are age 50, or have at least 25 years of service regardless of age.
2. Refunds. Separated employees who are not eligible to receive an annuity may receive a refund of retirement contributions.
3. Deferred Annuity. Separated employees who have completed 5 years of creditable civilian service, but are not eligible to receive an immediate annuity, may defer their annuity until age 62 or when eligible.
4. Using Annual Leave to Gain Retirement Eligibility. Employees close to being eligible for retirement when a RIF separation occurs, may be able to stay on the rolls (beyond the date of separation) if they have enough annual leave to carry them over to the date they become eligible for retirement.⁵

- . Federal Employee Health Benefits (FEHB). Employees who retire on an immediate annuity whether voluntarily or as the result of a RIF may continue their enrollment in the FEHB program if all other enrollment requirements are met. Employees who are displaced due to a RIF action may continue their health insurance for 18 months past the RIF separation date provided they pay both the employee and Government shares of contributions plus any additional administrative costs. Employees who separate and are not eligible for an annuity may convert their health insurance to an individual coverage and pay the full cost.
- 6. Federal Employees Group Life Insurance (FEGLI). Employees who retire on an immediate annuity may continue their enrollment in the FEGLI program if enrollment requirements are met. Employees who separate and are not eligible for an annuity may convert their life insurance to individual coverage and pay the full cost.

B. Career Transition Services Available in Some Agencies and Locations.

Special transition assistance programs have been established in certain locations around the country which have been particularly hard hit by downsizing. These programs provide useful models for what can be accomplished through initiative and cooperation at the local level. A number of agencies have set up career transition centers to assist their own displaced employees. At Appendix B is a listing of the skills centers currently available within the Washington, DC Metropolitan Area. This appendix also lists the best practices that we identified in our review of agency programs.

C. Interagency Programs.

Special transition assistance programs have also been set up for interagency use in several locations. To expand the availability of outplacement help to displaced employees, OPM and the IAG are working with agencies to establish interagency assistance centers which provide help to any Federal displaced worker. The following are examples of innovative interagency programs at the local level:

1. Sacramento, California. Currently, OPM has a partnership with Federal agencies to operate a center at McClellan Air Force Base, California, for displaced employees in the greater Sacramento area. This project has been well received, and OPM is extending its efforts to other areas in the country, especially those severely affected by downsizing and restructuring.

The Sacramento Army Depot Activity (SADA) was identified for closure by the Base Realignment and Closure Commission. To assist in the outplacement of its employees during the downsizing, the SADA opened a Future Opportunities, Career and Ultimate Success (FOCUS) Center. The Center offers a variety of services from computerized employment application programs to extensive job vacancy listings for public and private sector positions.

In anticipation of other agencies facing downsizing and knowing the extensive start-up costs to establish an effective outplacement center, OPM proposed continuing operation of the FOCUS Center as a transition assistance and career resource center to help all displaced Federal Government employees in the area.

The Center's mission is two-fold: 1) to act as an outplacement center for Depot employees who are looking for employment and other Federal employees from local agencies who are in receipt of a reduction-in-force notice; and 2) to serve as a career resource center for local agency employees so that they could, on their own, pursue a job change and hopefully reduce the need for or the number of employees affected by a RIF. The partners also agreed that if McClellan Air Force Base was affected by another major RIF, the Center would return to being strictly an outplacement center.

Together, the SADA, McClellan Air Force Base and OPM operate the FOCUS center to help displaced employees, with OPM being administratively responsible for the program. The State of California's Employment Development Department also provides a staff member to assist employees with their job searches.

2. San Francisco, California. The OPM San Francisco Service Center uses its job information mini-van as a mobile outplacement center. The mini-van is designed and equipped to assist agencies undergoing downsizing related activities. OPM Service Center staff are able to work directly from the vehicle providing information to employees on transfer, reinstatement, employment opportunities, OPM Interagency Placement Program registration and general employment counseling services.
3. Twin Cities, Minnesota. The Federal Employment Council, a subcommittee of the Federal Executive Board's Equal Employment Opportunity Committee, recently implemented an Informal Outplacement Assistance program. The referral program is designed to assist candidates in the Twin Cities metropolitan area whose jobs may be threatened by reorganization or downsizing.

Employees who have serious concerns about their job security may complete a

registration form and submit it to the Federal Employment Council. The Council maintains a computerized list of applicants. Agencies who have vacancies may request a list of status candidates who have indicated an interest in the appropriate occupation. Participation is voluntary for both the employee and the employer.

Upon referral, the agency may contact the individuals to request an application/resume and verify that both appointment eligibility and qualification requirements are met.

4. Philadelphia Naval Base and Shipyard Internal Career Transition Program. With the extensive personnel downsizing presently being experienced throughout the Defense Department, the Philadelphia Naval Shipyard, as one of the first large facilities to be targeted in the Base Closure process, identified a need to provide outplacement services for its 7,000 employees. The Philadelphia Naval Shipyard has established a special program to help those employees being displaced due to base closure.

The story of the Philadelphia Naval Base and Shipyard is a story of early and extensive coordination and cooperation between the Department of the Navy, the Department of Labor, OPM, and the Dislocated Employee Programs of the Pennsylvania, Delaware, and New Jersey Employment Security Offices. The Dislocated Worker Units immediately came into action when alerted to the pending base closure. They arranged for a \$464,000 demonstration grant to begin the work at the Shipyard. Throughout the process, the Department of Labor and its state counterparts were supportive of the shipyard and its employees. The message that the Department of Labor wants Federal agencies to know is this--early requests for assistance result in excellent support and cooperation. We are in this together and need to work together to find employment for employees who are downsized.

The mission of this Center is to facilitate the transition of Philadelphia Naval Shipyard employees into new or adjusted careers through a process which addresses individualized goals and objectives. This is accomplished in many ways: providing a support network of information and opportunities; peer one-on-one counseling; assessing transferable skills; conducting workshops; retraining on-site; and retraining through funding under the Job Training Partnership Act (JTPA).

The Center provides flexible and responsive support services such as an on-site unemployment compensation office, small business start up assistance from the Philadelphia Industrial Development Corporation, an on-site Private Industry Council office liaison, job clubs, cooperative training agreements with private companies, and liaison with other Government agencies to provide continued Government employment. The Shipyard Transition Center has established effective working relationships with public and private sector employers throughout the Philadelphia area, including such employers of industrial workers as Conrail and the United States Postal Service, to help place its employees.

The job clubs have proven to be very helpful in that they provide job search, creative employment alternatives and self development assistance in a positive support environment. They help employees express their feelings, vent frustrations, focus on establishing career goals and move on to make a career transition. Through the on-site unemployment compensation office, employees in receipt of a RIF notice receive rapid response. They receive unemployment compensation estimates and unemployment compensation (if separated) and various employment services.

The Philadelphia Naval Shipyard has been highly successful in obtaining several grants to assist its dislocated workers. It obtained a \$486,000 demonstration grant to coordinate the roles and assistance of the Department of Labor, State Dislocated Worker Units, Transition Teams and Private Industry Councils in the tri-state area. In 1994, the Shipyard also obtained a \$8.4 million Defense conversion grant to provide readjustment and special needs services and retraining. Coverage includes assessment to determine current and potential skills, training to enhance job search skills, retraining to enhance current skills or enter a new career, job development and other miscellaneous special needs assistance such as transportation to and from training and child care.

The Shipyard has also been successful in obtaining a JTPA grant to fund Temple University for participation in its Secondary Teacher Education and Placement Project. This grant provides for a separate funding source of \$100,000, allows displaced employees to earn a secondary education teaching certificate or a masters degree in education and provides placement assistance. Funded by a \$4.1 million grant, the Philadelphia Naval Shipyard was able to establish an on-site Shipyard Community College. This program is called PRIDE, Partnership for Retraining and Innovations in Delivering Education. Services provided include on-site counseling for college curriculum attendance, curriculum development to fit schedules and needs, on-site program offering and on-site registration for program attendance at campus locations.

Initial decisions resulted in the establishment of the Career Transition Center, a 3,000 square foot facility on the shipyard site equipped with (16) individual computer work stations and a variety of software programs including those dealing with the government and private company application process; self-assessment inventories; state automated labor exchanges; government-wide employment vacancies; private company resource profiles; and tutorials for improving basic reading, writing, and math skills. These programs are enhanced by the availability of professional letter quality laser jet printers, copy equipment and a facsimile station. Other facilities include a video library and screening center as well as a comprehensive library of printed publications, booklets and reference material on the subject of outplacement and transition.

The goal of the Center is to facilitate the transition of Philadelphia Naval Shipyard employees into new or adjusted careers through a process which addresses individual concerns, needs and objectives.

Delivering the Business of Transition. Transition services are provided by several counselor teams, each made up of two shipyard employees: One a management representative and one a labor union representative. All team members have volunteered to be counselors and have gone through an intense academic and on-the-job training program which emphasized team building and coaching combined with mock counseling sessions.

The focus of this process is to recognize employees as individuals, not as mass groups of shipfitters, pipefitters or engineers. In so doing, the Center recognizes that although 500 employees may have had the same technical training and work experiences, they will have up to 500 different agendas on what they plan to do with their future. The counselor team works to develop a relationship with clients which fosters communication and action planning. The counselors are there to provide support to a plan that the employee develops, not to develop the plan or to take responsibility for the employee's future. Only the individual employee can be responsible for the success of this plan. The role of the counselor is to provide information, sound out the feasibility of the plan, target opportunities in the marketplace and act as an advocate for retraining, where necessary.

Results to date document the Center's belief that it is easier to give and receive counseling between individuals who share the same future as well as some of the same past. Every employee of the Philadelphia Naval Shipyard is given a block of 40 paid hours for transition services to be used by the employee, as appropriate. This 40 hour allocation is augmented by the expanded hours of the Center which extend before and after the work shift. In addition, there are many after hour

workshops which permit employees to access transition services on their own time without using any of their allocation.

All services are strictly voluntary, and clients request and are given their initial appointments by simply calling the Center. Once the initial appointment has been made, the counselor team reviews a previously submitted employee portfolio which provides some general background information on the employee and data on services about which the employee has expressed an interest. (The portfolio was developed from responses to a mailing sent to the homes of all employees.) This review serves as the basis for the initial meeting between the counselor and the employee.

At the first session, the team introduces itself, describes the Center's capability to the client and begins a discussion on how the services can be put to the best use for the employee. Follow-up meetings are held during which an individual action plan is developed with both short and long term goals and the steps required to accomplish them. These sessions form the focus for the assistance to be provided. This may be, for example, prioritizing an immediate employment search for one individual or evaluating a career retraining program for another. The key to this effort is focusing efforts, allowing for flexibility in planning and assuring an equal commitment of both time and resources on both the employees' and the counselors' part.

Other Support Services Required to Accomplish Successful Transition. In addition to one-to-one counseling, the Philadelphia Naval Shipyard transition process also includes several other features to ensure maximum service to the employee. These include an on-site unemployment compensation office; an on-site Private Industry Council office for accessing retraining funds; pre-testing to identify literacy difficulties; development of cooperative agreements with private companies for retraining for actual jobs; on-site correction of barriers to transition (incentives, unemployment delays); jobs clubs; job fairs; and training fairs.

Summary. The central theme of the Shipyard program is a philosophy of transition which concentrates on the individual while at the same time acknowledging the benefits of group programs such as workshops, job clubs, job fairs, etc. The use of peer counselors provides a "hands-on" approach which is both practical and beneficial to the workforce. We believe that successful transitioning starts and ends with an in-depth knowledge about the environment under which the transition must take place. The Director of the Shipyard's program is Ms. Patricia D'Amico. She can be reached at:

Philadelphia Naval Shipyard
Code 1103, Bldg. 1032
Philadelphia, PA 19112

215-897-6056, 6057, or 6058 Voice
215-897-6068 FAX

At Appendix K is a detailed discussion, again from the Report to Congress, April 1995, of current legislative proposals being developed by OPM and the IAG.

CHAPTER 4

SYNOPSIS OF THE OPM INTERNAL CAREER TRANSITION PROGRAM

The OPM internal career transition program utilizes a peer counselor/coach system based on the principle that the employee facing separation must become the manager of his or her career transition.

When OPM faced its initial RIF in 1994, Director Jim King mandated an aggressive effort in which the agency had the responsibility, shared with the affected employees, to make career transitions happen successfully in the shortest possible time. The program was constructed and executed in partnership with the agency's local unions, other agency management and employees.

The program provides a wide range of effective career transition tools to employees.

The transition coaches were chosen on a voluntary basis from the ranks of the agency based on their commitment to the effort. Most have had some background in counselling of one sort or another. Many had made successful career transitions in the past. They received brief but intensive training, then were supported by an experienced management team with constant communication and reinforcement focused on transition program objectives. Employees are assigned to counsellors on a roughly 10 to 1 ratio, with a flexible system that allows for switching to attain the best employee-coach match.

The role of the transition counselor is to help each employee focus on individual career objectives, and then to develop and execute an aggressive skills marketing plan. The counselor functions as the employee's agent in applying the transition tools available at the agency, helping to facilitate the transition and overcome obstacles. The counselor acts as soundingboard, coach, source of referral, and motivator for the individuals facing transition.

The program offers seminars and workshops including effective job search strategies, resume' preparation as a skills marketing exercise, benefits and retirement counseling, building job search networks, personal financial planning, interviewing strategies, dealing with search firms and placement agencies and

others depending on individual employee needs. The seminars augment the work of the counselors by assisting the employees with developing and executing their individual marketing plans.

OPM dedicates resources to job lead development. This includes familiarizing affected employees with the full array of federal and private sector job listings, marketing employees' resumes to hiring agencies and employers, and seeking specific job leads matched to the individual marketing plans.

Progress in the program is closely monitored through regular business meetings with the transition coaches, liaison with the agency's Employee Assistance Program, and a variety of activities designed to ensure positive results. The transition program manager is directly accountable to the agency's director.

Program results are published weekly (see attached reports), and success stories are shared regularly in agency publications. The agency has realized benefits from this effort in cost savings by reducing the amount of severance, unemployment, appeals, and other related costs. Less tangible, but nevertheless important benefits have been realized, as employees throughout the agency recognize the commitment of the organization to provide assistance that results in success during this difficult time.

CHAPTER 5

IAG DRAFT PROPOSALS FOR CAREER TRANSITION

OVERVIEW

As Administration and Congressional initiatives to downsize and restructure the Federal workforce accelerate, virtually all of the more than 100 Federal agencies in the Washington area will be affected. In the last two years, over 150,000 Federal jobs have been cut. However, because of buyouts, early retirement, and other creative techniques, fewer than 15,000 Federal employees have been RIFed. With the expiration of the buyout program for non-Defense agencies and the hastening of cuts over the next few years, it will be difficult to avoid involuntary separations.

Many of the projected cuts are targeted for the Washington area. The termination of agencies and programs, changes in mission, functional/organizational flattening and redesign, and mandated reductions in administrative and management occupations could lead to the elimination of over 60,000 jobs, or about 20%, of the area's Federal workforce in the next three years.

The Career Transition Committee, a Committee of the Interagency Advisory Group of Personnel Directors, was authorized to make a review of the current situation and make recommendations to position the HR community to deal with the challenges of downsizing and restructuring.

PREMISES AND CONDITIONS

The Career Transition Committee reviewed current employment data and undertook its own fact-finding through focus groups and facilitated discussions with directors of Federal career transition centers. A number of important facts emerged from this review which helped shape its recommendations. These included:

1. Over the next three to five years, downsizing and restructuring is expected to accelerate. Attrition through normal turnover and retirement will meet only a fraction of the downsizing mandated, and therefore reductions in force (RIF) may be inevitable. However, the current message to employees is that restructuring and downsizing will be accomplished without reductions in force.

2. Federal employees are highly trained and dedicated employees, and the American taxpayer has already invested in their training.
3. Successful career transitions, both internal or outside the government, are the most cost-effective method for managing the HR side of restructuring. .
4. The sooner employees use career transition services, the more likely a successful transition will occur.
5. Supporting career transition programs is a win-win situation for all the parties involved, and the downsized workforce is usually more committed by virtue of the organization's efforts to assist their colleagues.

In addition, the Career Transition Committee set four conditions that any career transition program would have to meet. These are:

1. Career transition services will be developed through partnership. Nothing recommended will undermine any contractual agreement.
2. All proposed systems will be integrated with existing displaced workers and retraining programs in the Department of Labor.
3. In order to maximize receptivity by the private sector, the Government has to market its well-trained, highly qualified, dislocated workers as coming from one multi-state employer, not 100 departments and agencies.
4. In meeting the requirements of a public program, agencies will maintain records of their services, and unobtrusive oversight systems will be set up to track the effectiveness of these initiatives.

The Committee supports the proposed legislative initiative that will facilitate career transition both within and outside the Government through a variety of new tools and incentives, e.g., no cost trial periods. However, these incentives still require legislation and when significant restructuring and downsizing comes, we need to be prepared to meet it with what we have available.

RECOMMENDATIONS

The Committee's recommendations fall into four categories:

1. CHANGE THE MESSAGE

We must **change the message** regarding the impact of downsizing and restructuring on employees. Reductions in force may be inevitable. Attrition through normal turnover and retirement will not provide the escape valve that it has in the past. In addition, the buyout program has expired for non-Defense agencies. However, many Federal employees still believe, largely because this is what they have heard from their agencies, that the downsizing will be accomplished without reductions in force. Employees need to hear a new message that includes the following elements:

- o **Reductions in force may become necessary as a last resort.**
- o **Employees should focus on their personal contingency plans.**
- o **Agencies will keep employees posted.**
- o **Agencies will provide time and promote the use of career transition services by employees.**

2. MAXIMIZE INTERNAL PLACEMENT

Second, we must **maximize internal placement** (intra and interagency) of Federal employees. Although we do not anticipate many Federal vacancies since hiring is at an all time low, we must still take advantage of every opportunity to move current on-board staff into them. Agencies should voluntarily try to fill vacant positions first from within their own ranks and then from within the government before looking outside.

- o **Agencies will first consider applicants from within the agency and then from within the Government.**
- o **Agencies will establish retraining policies to retrain employees where appropriate for internal placement.**

3. OFFER APPROPRIATE CAREER TRANSITION SERVICES TO ALL AFFECTED EMPLOYEES

Third, we must **offer appropriate career transition services** to all affected employees. Affected Federal employees will come from a variety of agencies which will be undergoing varying degrees of streamlining, structuring, and, in some cases, elimination. Under these circumstances, it is important for the

Government to offer or arrange for an array of services to help employees prepare for career transition and market their skills.

- o **Establish a clear policy that all affected employees will be offered career transition services and will have access to these services.**
- o **Agencies will provide services near the work site to the extent possible and practical.**
- o **External services and organizations will play a key role in marketing and referring affected employees to potential employers.**

The Washington Metropolitan Area will provide a tiered approach with agency-based and interagency centers.

Within the Washington Metropolitan Area, services will be provided both by agency- housed career transition centers and interagency centers. Agencies will arrange for the sharing of career transition resources among themselves and in some cases this will mean the shared use of centers by more than one agency. The interagency centers will emphasize marketing and job lead services. Key features of the plan for the Washington area include:

- o **Establish an interagency career transition center.**
- o **Apply for JTPA funding.**
- o **Agencies will contribute resources for an interagency response team.**
- o **Resources and materials will be developed for use by employees in isolated areas.**

4. MAXIMIZE THE USE OF EXISTING AUTOMATED JOB INFORMATION AND SKILLS-BASED RECRUITING SYSTEMS INCLUDING ENHANCEMENTS AND, AS NECESSARY, THE DEVELOPMENT OF NEW SYSTEMS

Fourth, we must **maximize the use of existing job information and skills-based recruiting systems, including as necessary the development of new systems.** There are already in use a number of automated systems, (Federal, state and other) available to assist employees in their job search and recruiters in their talent search. Many of these are nationwide. We need to come up with ways to link these systems and make them easier for both employees and recruiters to access.

- o **Agencies will publicize and promote the use of existing nationwide job information and skills-based systems, and will support the enhancement and linking of these systems to make them highly accessible.**

NEXT STEPS

The preceding recommendations do not include detailed information on how they would be implemented. The Committee envisioned the following approach for doing this:

- o The IAG, with OPM support, would continue to provide direction and serve as a steering group for this effort.
- o OPM and the IAG will continue to work in tandem in promoting the policy changes that have been recommended, including briefings to Government leadership organizations.
- o OPM will invite agencies to volunteer experienced employees who can participate on rapid response teams.
- o Agencies will contribute staff to work with the OPM and the IAG in developing a grant proposal for JTPA funding of a pilot center and the enhancement and linking of nationwide job information and skills bank systems.
- o A full time employee will be assigned as the Executive Director to coordinate career transition initiatives in the Washington Metropolitan Area. Agencies will consider executive development candidates as prospects for this assignment.

Functions of this position would include the establishment of a pilot interagency career transition center which would include marketing efforts to private industry employers.

- o The IAG will establish a special functional committee with agency representatives who serve in career transition functions (e.g. career resource center directors) to continue to facilitate the sharing of information and expertise, and the development of practical tools. This committee would be responsible for updating the Resource Handbook (Career Transition: A Resource Guide).
- o Agencies will work together to establish consortiums and use other interagency arrangements to develop and share career transition resources.

- o The IAG will make use of satellite broadcasts and video technology to promote the skills and accomplishments of Federal employees to public and private sector employers. There will be a cost for this which will be distributed equitably throughout the Government.
- o OPM and agencies will set up and share information on appropriate accountability and record keeping systems regarding transition services.

APPENDICES

CAREER TRANSITION: A RESOURCE GUIDE

PURPOSE OF GUIDE This guide was developed by the U.S. Office of Personnel Management (OPM) in conjunction with the Career Transition Committee of the Interagency Advisory Group of Federal Personnel Directors (IAG) to assist Federal agencies in planning for and carrying out downsizing and restructuring. It is planned as a living document. As agency staff see the document, they are requested to suggest additional areas that should be covered. If the agency can provide non-copyrighted documents that they have already developed, OPM will distribute them. The point of contact for additions is Susan Shelton at (202) 606-0960.

NON-ENDORSEMENT **This guide does not endorse, promote or rate the quality of services provided by any particular organization.** Please note that we have tried to keep the names of individual contractors out of the discussion. Unfortunately, there are places where this was not possible; this does not mean that we think the mentioned firms are better than other firms. Likewise, our choice of publications, videotapes and computer programs mentioned does not represent an endorsement of them.

NOTE CONCERNING CAREER TRANSITION FOR EMPLOYEES WITH DISABILITIES Every agency has certain responsibilities under the Rehabilitation Act of 1973, and other laws and regulations, to provide accommodations for people with disabilities. Each agency has a selective placement coordinator who can provide the needed information for providing accommodations for its employees with disabilities. If you do not know the responsible person in your agency, please call the OPM Office of Diversity for the name of the contact person at 202-606-1059.

Also, you can call 1-800-JAN-7234, the Job Accommodations Network of the President's Committee on Employment of People with Disabilities, for information concerning reasonable accommodation. The Department of Veteran Affairs and state rehabilitation agencies have programs to assist people with disabilities. Also, for assistance to blind and deaf employees, alternative formats are required for your publications and other materials. Again, your selective placement coordinator can help you with these programs.

APPENDIX A
MANAGERS RESPONSIBILITIES

The Human Side

of

Downsizing

A Manager's Guide

November 1993

Compiled by the
Treasury Reinvention Team

Table of Contents

Downsizing Process

<i>Overview</i>	1
<i>Decisions</i>	2
<i>Communications</i>	3

Helping Employees and Constituents

<i>Manager's Role</i>	5
<i>Monitoring Behaviors</i>	7
<i>Support Teams</i>	8

Manager Tips and Recommendations

<i>Summary</i>	9
----------------	---

Gauging Where People Are in Transition--Checklists

<i>Introduction</i>	12
<i>Accepting Losses</i>	13
<i>Deciding What to Do Next</i>	14
<i>Making a New Start</i>	15
<i>Managing Your Own Transitions</i>	17

Bibliography	18
---------------------	----

Manager's Guide--Dealing with the Human Side of Downsizing

Purpose of This Guide	This Guide is intended to serve as a tool for managers to help themselves and their employees through the transition of downsizing, and associated reorganizations.
------------------------------	---

Downsizing Process	The sequence of events in downsizing generally consists of the following.
---------------------------	---

Decisions are made on:

- . where to cut,
- . what to offer, and
- . when to tell employees.

Decisions are implemented by:

- . announcing actions,
- . continuing to communicate,
- . assisting affected employees, and
- . stabilizing surviving staff.

Human Side of Downsizing	<p>Downsizing efforts typically focus on the process of reducing staff. One frequently overlooked area in downsizing is managing the human issues--focusing on the individual. Most managers are ill-equipped to deal with the emotional repercussions of downsizing and do not understand the transition process employees are going through. Employees affected by downsizing go through a transition involving three stages:</p>
---------------------------------	---

- Accepting losses,
- Deciding what to do next,
- Making a new start--first with ideas, and then action.

In contrast to business changes, which can be scheduled within a set timeframe, personal transitions can not be scheduled. To help employees, managers must understand the transition process and continuously communicate with respect.

Downsizing Decisions

Where to Cut There are many approaches even within RIF regulations for determining where to make cuts. Some of these include:

- nonessential activities or skill levels,
- areas where workload has declined,
- areas which have grown the most,
- functions that can be contracted out,
- set percentages across all areas, and
- areas targeted for streamlining or reengineering (e.g., in NPR report).

What to Offer Employees want:

- a secure future,
- honest and continuous communications,
- fairness,
- acknowledgement, and
- empathy and understanding.

These needs can be met by offering the following.

- Outplacement, resume and interviewing assistance.
- Financial Planning.
- Training in new skills.
- Continuation of health benefits.
- Constant information sharing/meetings.
- Buyout incentives and early retirement options.
- Team support and support groups.
- Ability to participate in decisions.
- Employee and Family Counseling.

According to the 1993-1994 Hay Employee Attitudes Study, employees in downsized companies rated their employers lowest on the following areas that managers can control:

- keeping employees informed,
- credibility of information,
- making good use of their abilities,
- respectful treatment, and
- getting action on their problems and complaints.

Communications

When to Tell Employees When an organization acknowledges the need to downsize, it must decide whether to begin communicating this need to employees immediately, or to wait until downsizing is more imminent and all the details have been worked out.

Advantages of significant notice.

- Gives employees more time to find jobs.
- May prevent a reduction-in-force if turnover increases.
- It is fair and reflects respect for employees.
- Survivors may feel less guilty because it is fair.

Disadvantages of significant notice.

- Poor morale.
- Employees may leave earlier than practical.
- The best employees may leave first.

In deciding what to tell employees and when, managers should consider-
- from the perspective of employees-- whether the information is relevant, needed and likely to be useful. *Generally, employees would like to know more rather than less, even if the information does not reflect final decisions.*

How to Tell Employees

A general discussion about the possibilities of downsizing, an impending RIF, or related reorganization can be presented in group meetings. Specific notice to affected employees should be handled according to the following.

- Communicate adverse information privately, one-on-one.
- Treat employees as you would like to be treated.
- Demonstrate understanding that this is more than a causal concern. Show empathy and sympathy.
- Be apologetic about the need to downsize, but not the process.
- Be honest, consistent, and unambiguous.
- Provide all available information on entitlements, dates, and actions verbally, and in a customized letter.
- Encourage feedback and questions.
- Do not be defensive, even if employees become emotional.

How to Keep Information Flowing Just communicating continuously is the most crucial point. Keep employees informed on:

- what has happened,
- what is happening now, and
- what is going to happen.

As with one-on-one meetings:

- be honest and open,
- give employees opportunities to ask questions and make suggestions, and
- be consistent and respectful. Downsizing has diverse constituents who managers must balance in a consistent and respectful manner.

Present information more than once and in more than one format.

Make sure the right people are talking and listening.

Establish a support team to help employees and provide feedback to managers on the effectiveness of their communications.

Helping Employees and Other Constituents

Understanding the Manager's Role

Introduction

Downsizing is a traumatic event which has far reaching ramifications on all those directly and indirectly involved. An employees' way of life is threaten, and he or she reacts emotionally and behaviorally to that threat. These reactions are not "bad," or reflective of a "bad" attitude. It simply means that the employee is a normal person, caught in an abnormal situation, reacting with normal human emotions.

The degree of threat the individual experiences directly determines the intensity of his or her emotional response. Managers often feel unprepared to deal with employees on this level. Managers often feel like victims, particularly if forced to implement a decision you do not agree with and had no part in making.

Common Manager Responses

A common manager response is avoidance--a reluctance to get involved or share uncomfortable information. Managers often resort to "Management by Grenade" behavior--throw the bomb, run for cover, keep your head down. However, managers must get involved in order to ease the transition for employees--to help them accept their losses, decide what to do next, and make a new start.

To ease the pain of downsizing and maintain productivity, managers must be willing to listen to employee concerns, work with employees to address these concerns, and establish an environment of open communication and positive attitude.

Key Manager Questions

To decide how to respond, you could ask yourselves the following questions.

What do I **owe** my people?

How would **I** like to be treated if it were me?

Can I prevent/could I have prevented a tragedy?

How will my actions impact downsizing survivors?

How will my actions affect my credibility with survivors?

**Rules
To
Remember**

Managers also should recognize five key rules for facilitating downsizing transitions. You must:

- Deal with your own transition and feelings before you can help anyone else handle theirs.
 - . Acknowledge how you feel.
 - . Set your own feelings aside when dealing with your people.
- Recognize and understand how change is emotionally affecting your people.
- Focus on the employee's reaction, not the solution because you don't have the solution.
- Encourage talk-- keep communication open, hands on management.
- Be aware of the needs of the survivors--they are involved too.

**Identify
Constituents
and
Their Losses**

WHO:

At the onset of any downsizing efforts, managers should identify its impact on different constituents. Think of both the individuals and groups that are impacted by the downsizing. Think of people who may be affected by the secondary impacts of the downsizing. Finally, think of yourself. Overlooking your own losses is not going to help you deal with anyone else's.

WHAT:

Second, ask yourself "What does each of these constituents stand to lose?" Most obviously, some employees will be losing their jobs, turf, and/or the future they had expected to enjoy. Some will lose the relationships that they have with individuals or the membership they had in groups. Some will lose the structure that makes their work comfortable. Some will lose their sense of being in control of their lives. Some will lose the status, power, influence or the feeling of being valuable to the organization. Ultimately, many employees will feel they are losing their identities.

HOW:

When employees experience losses, at first they may be in shock, block it out, or deny the loss. Following acknowledgement of the loss, they may fluctuate between being fearful, angry and depressed. These reactions are natural. Managers can help by not being defensive and by allowing employees to express their feelings without being judged. Managers should help employees understand what they can still control and help them to exercise that control in a positive way.

Monitoring Behaviors

Characteristic Behaviors

People in transition act in certain characteristic ways. While any one of these behaviors may come from other causes as well, you find them all together during transition. The more obvious the behaviors, the more likely it is that an employee is having trouble with transition.

Managers should observe constituents' behaviors to identify individuals who are having difficulty coping. Individuals exhibiting excessive self-absorption, stress, resentment, guilt or anxiety should be targeted for special assistance by a support team or professional counselor.

Self-Absorption

Transitions turn a person's focus on to him/herself. In so doing, it undermines teamwork. Fellow team members may begin competing against each other--each hoping to become one of the survivors.

Stress

Being in transition is a major contributor to stress. Employees can only deal with so much change or loss at one time. Stress can lead to increased absenteeism, lost productivity and employee conflicts.

Resentment

Employees who are losing their jobs or status in downsizing are likely to feel resentful. They are angry, they blame the organization, they want to know "Who made these decisions?" The bad news is that sometimes resentful people look for ways to pay the organization back. This can happen by starting rumors, instigating morale problems, or even damaging property.

Guilt

Downsizing creates "survivors" and "losers." The survivors may even benefit from organizational changes, but because many of their friends lost a lot, the survivors usually feel guilty. A similar guilty reaction is often evident among the managers who have to implement the change that hurts people.

Anxiety

Starting with the first rumors, people get anxious. When one group is affected by downsizing, other groups worry anxiously if they will be next. And when the announced downsizing or reorganization is complete, the survivors wonder anxiously whether the downsizing or reorganization is really over or whether another wave is coming.

Support Teams

Definition Organizations, such as the Department of Defense, GE and AT&T, have had success using a team of employees to monitor and support downsizing transitions. The teams consist of a cross section of union and nonunion employees who serve as conduits between employees and managers, and between employees and available transition services. Team members help employees and their families by listening to concerns, recommending actions to address concerns, guiding employees to needed services, and helping employees take responsibility for themselves and their futures.

Benefits A support team can serve many different benefits. They can:

- Allay concerns about the impact of downsizing.
- Warn management that an announcement is not having its intended affect.
- Critique proposed announcements to identify ambiguities or inconsistencies.
- Identify managers and supervisors who are holding back or misrepresenting important information.
- Take advantage of informal employee communication networks.
- Provide support to struggling employees and families.

Structure The support team should:

- Report to the top local executive.
- Establish a simple charter to outline what it wants to accomplish and how, rules for confidentiality, and meeting schedules.
- Avoid creating cumbersome and time-consuming processes.
- Be kept informed about the changes expected to occur in its location.
- Gather information both formally and informally to identify significant issues, and struggling employees.

Manager Tips and Recommendations--Summary

Communicate:

Don't duck the issues.

Be honest, quick and empathetic.

Give full disclosure.

Provide ample advance notice of the downsizing.

Become an ally with your employees in their quest for specific information. Aggressively work the phones and your network.

Actively intercede in correcting false rumors and in "underground" jokes that are divisive. (Silence is consent)

Ensure actions are consistent with communications--cost-consciousness should prevail in all activities so employees know downsizing was the last, not first, alternative.

Establish a dialogue with employees to identify major areas of concern by holding ongoing meetings--let employees know their welfare is important. Let employees ventilate negative feelings, then focus on what can be done to help each employee ease the strain of his or her situation.

Communicate, Communicate, Communicate!

Attend to Survivors Too

Let survivors grieve, and acknowledge their contributions.

Share information with the survivors.

Allow survivors to reshape the work environment.

Clearly communicate changing work expectations, priorities and goals, and provide proper training, if necessary.

Provide Support

Prepare first line supervisors for employee reactions.

Increase your accessibility, adopt open door policy.

During time of uncertainty, strike a balance between possible reprieve and possible termination.

Strike a balance between allowing employees to work through transitions and expecting job performance.

Allow people to vent, then refocus them on their options and doing work--break options and work down into smaller pieces. The best therapy for depression and anxiety is concrete accomplishments in the here and now.

Focus on each individual, and help employees whose jobs are being eliminated with outplacement and appropriate skill development.

Constantly communicate employee value--remind employees that this is not punitive.

Use a support team to provide encouragement to employees, and help employees become self-sufficient.

Refer "at risk" personnel to appropriate professionals.

Build a positive work environment by applauding small accomplishments.

Note of Caution: Don't offer what you cannot deliver!

Beware of Post-Downsizing Problems

Hidden Costs--You may find that:

- Additional training is required because of new roles or gaps in experience/skill levels.
- New procedures or automation need to be developed.
- Higher salaried people are in lower level jobs because of RIFs.
- It takes longer to get things done because informal experts, mentors and channels of communication are gone.

Work Load Paradox:

With reduced staff, often the workload increases. Unless workload is adjusted, quality will suffer. Reduce work by getting rid of nonessential tasks and process steps.

Downsizing Syndrome or Scars:

Depending on how the downsizing was handled, survivors may have lost their sense of organizational loyalty, security or confidence. As a consequence, they may be more apprehensive about initiating actions or taking risks.

Temptation to Rebuild Old Structure:

Once managers forget the pain of downsizing or reorganizing, they often begin to hire more employees to handle extra work rather than simplifying processes; or they raise the salaries of employees through promotions rather than using lateral assignments to enhance careers.

Gauging Where People Are in Transition--Checklists

Introduction

You can determine whether your employees have started or where they are in the transition process by listening to them talk about their situations. In each phase of transition, there are characteristic concerns. For example employees who say the following are probably not yet in transition:

"This is not big deal. I don't know why everyone is upset."

" I'll bet it never happens."

"What announcement? Oh, you mean the reorganization, I didn't pay any attention."

You can use the checklists on the following pages to help you identify where you or your employees are in the transition process, and to assess how you are managing transitions.

Stage One: Accepting Losses

Employee Response

Here are examples of statements employees may make--

"This is crazy. Who made these decisions?"

"When they see what a mess this causes, they will regret their decisions."

"You know I'm really going to miss this office."

"This is **my** area--no one else will be able to do it."

"You realize, we have worked together ever since this division started up."

"I just don't care anymore."

"I don't have the energy to go through this again."

"I feel like I have lost control of my future."

Manager's Response

What actions can you as a manager take to help your employees deal more successfully with what they are losing? The following questions may help you decide what to do.

- Do you understand the losses your employees, and you, feel?
- Have you permitted your employees to openly share their feelings? Do you listen in a nonjudgmental way? Have you expressed your own sense of loss, and told them you understand how they feel?
- Have you communicated to employees how valuable they have been to the organization, and how you personally have valued their contributions?
- Have you made it clear to employees who are losing their jobs that it has nothing to do with their performance, but is beyond the control of the organization to prevent? Have you related your downsizing to what has gone on throughout businesses and government in general?
- Have you established a dialog with employees to help them feel less like a victim of circumstances and more in control?
- Are any employees in serious trouble--emotionally, physically, or financially? Have you found help for them?
- Are you giving employees accurate information, and doing it again and again?
- Do you practice fiscal restraint to demonstrate to affected employees that the decision to downsize was a last alternative?
- Have you considered the possibility of temporarily lowering work standards to manage the pressures placed on employees?
- Have you asked your employees what they need from you?

Stage Two: Deciding What to Do Next

Employee Response Employees who do not know what to do next may make statements like the following.

"Somedays I feel like I know where I'm going, and other days I feel lost."

"I sometimes I think no one knows what they are doing."

"It's hard to get up each morning and come to work."

"Do you notice all the people playing computer games and sitting around talking?"

"We can't get our work done on time anymore."

"How am I going to survive financially?"

I don't know what else I'm qualified to do, or where to go?

Manager's Response What actions can you as a manager take to help employees decide what to do next. The following questions may help you decide what to do.

- Have you done your best to normalize the work environment by explaining that while it is an uncomfortable time, it is an opportunity for the staff to pull together and help each other?
- Are you having open meetings to share information and brainstorm how employees can help each other?
- Have you found ways to keep employees feeling that they still belong to the organization and are valued?
- Have you set up a support team to give managers feedback, to test the pulse of the organization, and to help employees who are stuck, feeling alone or in trouble?
- Are you providing opportunities to share success stories?
- Are you helping employees to take charge rather than allowing them to wait passively for someone else to fix things?
- Are you asking employees what they need to keep job performance up, and are you providing adequate support?
- Am you providing adequate focus, guidance on expectations, and rewards for people who keep doing their jobs during the transition? Are your output objectives realistic?
- Have you communicated new roles, reporting relationships, responsibilities and procedures to the survivors?
- Have you provided details and training to employees so that they can handle the new work in the office, or better position themselves for outplacement?
- Have you made sure affected employees have up-to-date resumes, are establishing career plans, and are receiving help with interviewing skills?
- Are you protecting employees adequately from further unnecessary changes?

Making a New Start

Employee Response Employees who are beginning to accept changes may make statements like the following.

"I had a great interview yesterday. It looks promising."

"I need a break. When my job is over here, I'm going to take time to forge a new career."

"Now I see what you mean. I just didn't understand what you were trying to tell me."

"I got up the other morning and felt like myself again."

"It feels like I just came out of a long, dark tunnel."

"That team meeting yesterday felt good--like we have some energy back again."

"When you get used to the new structure, it isn't that bad."

Manager's Response What actions can or are you taking to help employees embrace the changes caused by downsizing or reorganization?

- Have you created a vision of the future and effectively communicated how everyone fits into it?
- Have you ensured that everyone has a positive part to play in the downsizing process, and that they understand that part? Are you allowing opportunities for employees to participate in plans for the future?
- Are you doing what you can to shift priorities and modify procedures to ensure that the workload is adjusted downward to accommodate a decreased staff?
- Are you distinguishing between where the organization wants to be and where employees will probably be in the transition process at milestone points during the downsizing or reorganization?
- Do you accept the fact that it will take survivors time to recover and accept the new environment?
- Are you watching your own actions carefully to be sure that you are effectively modeling the attitudes and behaviors you are asking others to develop?
- Have you found ways to reward or recognize people for making it through the transition?
- Are you keeping in touch with departed employees so you can let others know how they are doing?

**Signs that
the Transition
Is Over!**

You can begin to celebrate when you hear some of the following statements--these employees have made it through the transition.

"It was pretty upsetting, but now it feels like history."

"I can't say I love the new job, but it's OK."

"I suppose we'll reorganize or downsize again one day. But for now, I feel okay."

"Losing my job may have been the best thing that ever happened to me."

"It took me a while to get use to my new role and work group, but now we feel like a team."

"I'm starting to feel productive again!"

Managing Your Own Transitions--A Checklist

What Actions Can You Take?

Answer the following questions to determine how well you are managing your own transition.

- Have you determined how your situation and your future have been changed by the recent downsizing or reorganization? What is going to be different for you?
- What are you losing or are you likely to lose, and are you letting go?
- What losses in your life outside your work may be amplifying the feelings you have about what is happening on the job?
- Can you identify signs of anxiety, guilt or fear in yourself? If so, do you accept them as natural? Are you trying to work through these feelings and move on quickly?
- Have you stopped and reflected on the continuities in your life and done what ever you need to do to strengthen them? Have you taken stock of where where you stand in your life?
- Have you made arrangements to give yourself a temporary time-out from decisions and responsibilities that can wait?
- Have you found quiet times and stable places to give yourself respite from the chaos you so often feel these days?
- Are you asking "why?" and "why not?" when you look at how your life is at the moment? Are you accepting the common sense answers to those questions?
- Are you pushing yourself to break out of your old ways of seeing your life and the options you have today?
- Have you pushed yourself (preferably with others' help) to write down 15 or 20 different things you could do in your present situation?
- Have you set short-term objectives or developed a plan for what you are going to do with your life and career at this point? Does the plan include ways to acquire new knowledge and skills?

Bibliography

Information in the Manager's Guide on the Human Side of Downsizing was compiled from the following sources:

Manager's Change Management Workshop, Internal Revenue Service, 1993.*

Manager's Seminar Materials on Downsizing, Department of Defense, 1993.*

Barkley, William J., Jr. and Green, Thad B., "Safe Landings for outplaced Employees at AT&T." *Personnel Journal*, June 1992.

Biteman, Hane Marlo and Leifer, Jane Dermon, "Empowering Employees to Face a Layoff: The Experience at GE." *Employee Relations Today*, Spring 1991.

Brewer, Geoffrey, "Alternatives to Downsizing." *Incentive*, February 1992.

Isabella, Lynn A., "Downsizing: Survivors' Assessments." *Business Horizons*, May-June 1989.

Laberge, Lise, "Reducing the Pain of Downsizing: A Case in Point." *Optimum*, Volume 21, 1990-1991

Moskal, Brian S., "Managing Survivors." *Industry Week*, August 3, 1992.

Tylczak, Lynn, *Downsizing Without Disaster*. Crisp Publications, Inc., 1991.*

Tyler, Mary P., "An organization closes down--Some Human Dimensions Issues."

Wensky, Arnold H., "Turning Crisis into Opportunity." *HR Magazine*, March 1993.

We wish to extend special thanks to the following individuals who shared with us their expertise, experiences and materials:

Gwen Bates, IRS

Dr. Mary Tyler, IRS

Fred and Gale Smith, Depot System Command, Department of Defense

Tom Erwin, Depot System Command, Department of Defense

Gerry VanVooren, Office of the Comptroller of the Currency

*Primary Sources

APPENDIX B

SURVEY RESULTS

In March of 1995, the Executive Committee of the Interagency Advisory Group (IAG) formed a committee to study outplacement and transition services currently being provided by Federal agencies undergoing downsizing and restructuring. This group, called the IAG Career Transition Committee, is tasked with developing strategies to assist Federal employees who are displaced as a result of these downsizings. One of the group's goals is to learn more about what transition services are currently available in the Washington, DC metropolitan area, so that we can share this useful information with you. Our ultimate objective is to share transition and outplacement assistance in order to reduce costs and offer a broader array of services to Federal employees.

In order to be better informed as to what services are currently being provided, the group surveyed 100 Federal agencies. Fifty responses to the survey were collected and tabulated. The following agencies responded:

1. U.S. Department of Agriculture
2. U.S. Air Force
3. U.S. Arms Control & Disarmament Agency
4. Army Career & Alumni Program
5. U.S. Department of Commerce
6. Commodity Futures Trading Commission
7. Corporation for National Service
8. Defense Logistics Agency
9. Defense Mapping Agency
10. U.S. Department of Education
11. U.S. Department of Energy
12. Federal Bureau of Investigation
13. Farm Credit Administration
14. Federal Communication Commission
15. Federal Election Commission
16. Federal Energy Regulatory Commission
17. Federal Housing Finance Board
18. U.S. Department of Housing and Urban Development
19. Federal Labor Relations Authority
20. Federal Trade Commission
21. U.S. General Accounting Office
22. General Services Administration
23. U.S. Department of Health and Human Services
24. United States Information Agency
25. U.S. Department of Interior
26. Immigration & Naturalization Service
27. Interstate Commerce Commission
28. U.S. Department of Labor
29. U.S. Marshals Service
30. U.S. Merit Systems and Protection Board
31. NASA/Goddard Space Flight Center
32. NASA/Headquarters

33. National Archives and Records Administration
34. National Credit Union Administration
35. National Endowment for the Humanities
36. National Labor Relations Board
37. National Science Foundation
38. National Security Agency
39. National Transportation Safety Board
40. Department of the Navy
41. U.S. Office of Personnel Management
42. Pension Benefit Guaranty Corporation
43. Securities and Exchange Commission
44. Small Business Administration
45. Smithsonian Institution
46. U.S. Office of Special Counsel
47. U.S. Department of State
48. U.S. Department of Transportation
49. U.S. Department of Treasury
50. Department of Veterans Affairs

TRANSITION SERVICES IN THE DC METRO AREA:

Seventy-one percent of the responding agencies currently provide transition/outplacement services to employees. Sixty-three percent of the respondents have a client base of 1,000 - 10,000 persons.

In addition to providing in-house services to employees, seventy percent also use outside consultants for transition assistance.

THE FOLLOWING IS A LIST OF OUTSIDE CONSULTANTS AGENCIES HAVE CONTRACTED WITH:

Lee Hecht Harrison
Right Associates
Vantage Personnel Inc.
DMS Associates, Inc.
New Century Management
Nedra Hartsel Career Development and Counseling
James R. Jones Personnel Awareness Institute
USDA Graduate School Counselors
Star Mountain
Morris & Associates
Pal-Tech., Inc.
D.M. Saunders
Blessing/White
National Institute of Transitional Planning
Little Gaffney & Associates
Resource Consultants, Inc.

AGENCIES AND THE OUTPLACEMENT CONSULTANT

For those agencies who currently do not use outplacement services, the committee was interested in knowing what types of services they would want if they could contract with a consultant. The most frequently mentioned services were job development and job search skills for employees, in addition to counseling, resume and application preparation.

SERVICES PROVIDED BY TRANSITION/RESOURCE CENTERS IN THE NATIONAL CAPITOL AREA:

JOB VACANCY INFORMATION:

Agencies in the DC Metro area provide a variety of job vacancy services to employees. Over ninety-five percent of the respondents indicated they have the Federal Job Opportunities Board, sixty-seven percent have Career America Connection services in addition to the Federal Job Information Touch Screen computers. Ninety-four percent of the transition centers also provide private sector employment information vacancy listings.

JOB SEARCH INFORMATION

All of the agencies with at least one transition/outplacement center in the DC metro area currently provide job resume books. A quarter of the agencies responding to the survey indicated that, in addition to job resume books, they also provide the following tools to displaced employees:

- *Interviewing Strategies
- *Resume Preparation Services
- *Mounting an Effective Career Search
- *Stress Management Services
- *Building Networks
- *Dealing with Placement Agencies and Search Firms
- *Retirement Planning

CAREER TRANSITION WORKSHOPS/TRAINING

Most of the career transition/outplacement centers responding to the survey offer some form of counseling to employees. The majority of the responding agencies provide individual career counseling (peer or professional), as well as retirement planning and assistance, employee profile development (occupational, career aspiration, and career planning). Less than a quarter of the centers provide diagnostic assessment tools focusing on abilities, skills and interests, skills matching, (i.e., matching employees with existing vacancies), or spousal assistance.

CENTER ACCESSIBILITY

To assess how "user friendly" agency career transition/outplacement centers are respondents were asked if their center was physically accessible to persons with disabilities. Of those agencies with only one center, ninety-three percent indicated yes. For those agencies with one or more transition centers, over a quarter are physically accessible to persons with disabilities. These centers are also currently providing transition assistance information in alternative formats to persons with disabilities.

CENTER TECHNOLOGY

In addition to software programs and state-of-the-art information systems, sixty-five percent those agencies with at least one center have technology for satellite link-up and video-conferencing. This capability allows for interaction with transition centers located in other Federal agencies.

BEST PRACTICES TO HELP TRANSITION DISPLACED FEDERAL EMPLOYEES

How is the government coping with current downsizing and restructuring within agencies? What resources and tools are available to help other agencies undergoing the same transformation? According to agencies the following are considered "best practices" when it comes to helping employees transition to new careers and jobs:

- ◆ Resume writing seminars
- ◆ Professionally designed and delivered outplacement assistance programs focused on individuals finding new careers in the private sector. This includes complete support of all levels of agency management.
- ◆ Development of "agency profile packages" that are aggregated for marketing displaced employees by occupational grouping and grade level. Managers are impressed with the resume approach to showcasing the knowledge, skills and abilities of affected employees.
- ◆ Job clubs, individual career counseling, retirement planning and skills matching.
- ◆ One-on-one coaching and dry run interview skills.
- ◆ "Career Development: Present and future" 20 hour seminar based on Echelon materials that covers managing and planning for changes, skills assessment, resume writing, researching the job market, and interviewing/negotiating.

GOVERNMENTWIDE CAREER TRANSITION/RESOURCE CENTERS

U.S. DEPARTMENT OF AGRICULTURE

POC: Constance Smith
USDA/Career Transition Resource Center
14th & Independence, SW
SM7, Ag. Promenade
Washington, DC 20250

Phone No.: (202) 720-5626

Team USDA Career Transition Resource Center (CTRC) was opened in April of this year. CTRC is a collaborative effort among interdepartmental agencies within the Department of Agriculture. Any USDA employee or non-USDA employee may use the centers services. Non-USDA employees will have access to the OPM Federal Job Information touch screen computer and the Federal Career Opportunity listing only.

Best Practices: Interagency Placement Program

U. S. AIR FORCE

POC: Joe Massie
694 MSS/DPM
9829 Love Rd.
Ft. Meade,
Maryland 20755-5260

Phone No.: 301-767-0410

Has centers with client base of 1,000-10,000. Has used the Department of Labor and the Department of Veterans Affairs as outside consultants. National Security Agency is prime employer here.

Best practices: WASNET

ARMY CAREER & ALUMNI PROGRAM

POC: Ms. Susan Harvey
U.S. Total Army Personnel Command
ATTN: TAPC-PDT-AJ
2461 Eisenhower Avenue
Alexandria, VA 22331-0476

Phone No.: (703) 325-4099

Army is currently providing services at 50 permanent Army locations, 1 permanent Navy location, 9 NASA locations, and dozens of temporary sites located around the world. The Department uses Resources Consultants, Inc. The Army encourages other federal agencies to secure outplacement services under the terms of its job assistance center contract. The contract's statement of work provides almost unlimited flexibility in tailoring programs to agency needs and budget.

The Army's Job Assistance Center (JAC) contract can provide agencies with proven job assistance services through existing contract, avoiding the time and expense of normal procurement actions. To obtain JAC services, agencies can work with the Headquarters ACAP Job Assistance Office, which will provide a needs assessment, develop a cost proposal for these services, prepare a Memorandum of Agreement (MOA) that specifies Army and Agency responsibilities, and arrange for funding to be transferred to the Army. Agencies can obtain services within 60 days or less.

Best Practices: Professionally designed and delivered outplacement assistance programs focused on individuals finding new careers in the private sector. To be fully effective programs must:

- * Have complete support of all levels of agency management as well as the human resources institutions within the organization.
- * Include extensive job assistance training, individual job assistance counseling, and access to information on private sector job opportunities.

U.S. DEPARTMENT OF COMMERCE

POC: Judy Westbrooke
14th & Constitution Avenue, N.W.
Washington, DC 20230

Phone No.: (202) 482-0214
(202) 501-6609

Has centers with client base of 1000-10,000. Has used USDA Grad school counselors as outside consultants.

DEFENSE MAPPING AGENCY

POC: Ira Leifer
DMA Career Resource Center
4600 Sangamore Road
Bethesda, Maryland 20866

Phone No.: (301) 227-2205

To date, DMA has contracted with Wright Associates on several occasions for Transition Assistance Seminars for employees being impacted by closures/reductions. They do not currently have a standing contract with them.

They maintain a Career Resource Center for Washington, DC area employees which provides multi-media materials for career planning, career management, and career transition. DMA has underway a very extensive plan to provide transition and change management assistance to all employees as part of their reinvention and reengineering efforts. Emphasis is geared toward preparing employees for changes, rather than outplacement.

Best Practices: DMA has had very positive experiences with outplacements via the DoD Priority Placement Program.

U.S. DEPARTMENT OF EDUCATION

POC: Elaine Rand or Ingrid Kolb
Skill Clinic
600 Independence Avenue, SW
Room 1100
Washington, DC 20202-4654

Phone No: (202) 401-1979

The Skill Clinic is open to all federal employees. It provides on-site, confidential, one-on-one career counseling to help develop career profiles. The USDA Graduate School has an Interagency Agreement to contract for certified career counselors. On-line systems, catalogs, and periodicals connect employees to a network of information - internal and external - to meet training needs. The center also provides a comprehensive skills assessment package which includes: job analyses, interest surveys and personal style surveys.

The center is equipped with state-of-the-art technology and software packages that include Aequitas, a skill assessment tool for technical and core skills; Artic Vision, Hardware & software for the visually impaired that provides total speech synthesis; Career Point, personal assessment and career planning to name a few. The center has up-to-date surroundings to which disabled

employees have easy access.

Best practices: Communicating with other centers in the DC - metro area to share information and resources.

U.S. DEPARTMENT OF ENERGY

POC: Jacqueline Jones
Energy Career Management Resource Center
1000 Independence Avenue, SW
Washington, DC 20585

Phone No.: (202) 586-0768

Has two centers with a client base of 1,000 - 10,000. Contracts with Pal-Tech, Inc. for transition services.

FARM CREDIT ADMINISTRATION

POC: Mary Garver
Career Resources Center
ISDI Farm Credit Drive
McLean, VA 22102-5090

Phone No.: (703) 883-4330

The Farm Credit Administrations career transition program provides services to approximately 500 employees. They do not use outside consultants.

GENERAL ACCOUNTING OFFICE

POC: Christine Smith
U.S. GAO OCCD
Career Resource
441 G St., NW
Room 3153
Washington, DC 20548

Phone No: 202-512-2602

Center provides career planning services to all GAO employees, with a client base of 1,000-10,000.

They have used Star Mountain, Inc., Alexandria, VA. to assist GAO Career Counseling staff with office closings in Albuquerque, San Antonio, Oklahoma City, and Cincinnati.

U.S. Department of Housing and Urban Development

POC: Jeff McArthur
HUD Training Academy
451 7th Street, SW
Washington, DC 20410

Phone No.: (202) 708-5921

The Academy is in the process of contracting with Blessing/White and Vantage consultants. HUD currently provides outplacement transition services including resume books, private sector job vacancies and retirement planning and assistance.

U.S. INFORMATION AGENCY

POC: Mary R. Jones
USIA Career Learning Center
330 C Street, SW
Washington, DC 20547

Phone No.: (202) 205-9348

Has used Vantage Personnel, New Century Management and Nedra Hartsell as consultants in retirement planning, career counseling and career development areas.

Best practices: Most success stories have come about as a result of Federal Career Opportunities along with career counseling advice regarding SF 171's. Career counseling and training that is goal related vs job related is important when downsizing. Equally important are the tools for basic skills training such as Plato 2000 which allows employees to work on reading, writing, math, in addition to life coping skills.

U.S. Department of Interior

POC: Jim Reed
Department of Interior

Phone No: (202) 208-4251

Interior has a center with a client base of 1,000 - 10,000. The Department uses Vantage Human Resources, Inc. as outside consultants.

NATIONAL CREDIT UNION ADMINISTRATION

POC: Deborah Tolbert

NCUA Outplacement Center
1775 Duke Street
Alexandria, VA 22314

Phone No.: (703) 518-6510

Has a center with client base of 500-1,000. Has used Right Associates as outside consultants to present Career Transition Workshop but is not under contract to the agency to provide on-going services.

Best practices: Interagency Placement Program

NATIONAL SECURITY AGENCY

POC: Fred Eckert
Career Resource Center
Ft. Meade, MD 20755

Sandy Donnelly
Transition Planning Branch
ATTN: M354
Ft. Meade, MD 20755

Phone No.: (301) 688-7963
(410) 859-6691

Has a center with client base of 1,000-10,000. Has used Lee Hecht Harrison as outside consultants.

Best practices: Defense Outplacement Referral System and DoD Priority Placement Program.

U.S. OFFICE OF PERSONNEL MANAGEMENT

POC: Kim Exeter
OPM Career Resources Center
1900 E Street, N.W.
Room 1452
Washington, DC 20415

Phone No.: (202) 606-2982

OPM's Career Resources Center provides services to all OPM employees. Services provided include: resume preparation, skills assessment and resume books in addition to career counseling.

Best Practices: Resume books, networks and peer counseling.

SMITHSONIAN INSTITUTION

POC: Noel McCaman
Office of Human Resources
Smithsonian Institution
Washington, DC 20560

Phone No.: 202-287-2450

Offers services through Lee Hecht Harrison or the Office of Human Resources. Client base of 500 or less.

Has used Lee Hecht Harrison.

DEPARTMENT OF TRANSPORTATION

POC: Suzette Paes
U.S. DOT/DOT Connection
400 7th Street, SW PL402
Washington, DC 20590

Nadine Adams
FAA/Resource & Transition Center Headquarters
800 Independence Avenue, SW
Room 515
Washington, DC 20591

Michele McCarthy
USCG/Career Development Resource Center
2100 Second Street, B-609
Washington, DC 20593-0001

Phone No.: (202) 366-4893 Suzette Paes
(202) 267-7407 Nadine Adams
(202) 267-1312 Michele McCarthy

Has three centers with a client base of 1,00-10,000. Has used DMS Associates, Inc., for career counseling and Sandra Harmon and Associates for retirement.

Best practices: DORS program

DEPARTMENT OF TREASURY

POC: Steve Rudzinski
Bureau of Public Debt
Parkersburg, West Virginia 26106

Holly Axtell
Internal Revenue Service

Marge Tangenberg
ATF
650 Massachusetts Avenue, N.W. Room 412
Washington, DC 20226

Phone No.: (202) 219-3330 Steve Rudzinski
(415) 556-1310 Holly Axtell
(202) 927-8610 Marge Tangenberg

Has centers with a client base that varies from bureau to bureau. The Financial Management Service and the Bureau of Public Debt has used Vantage Personnel as outside consultants.

Best practices: Public Debt instituted a "Detail Program" whereby employees could be detailed to another Federal agency for a period of 120 days at Public Debt's expense. The employee could be offered a permanent job or returned to Public Debt.

DEPARTMENT OF VETERANS AFFAIRS

POC: Dennis Curley
Chief, Title 5 Staffing Division
Office of Human Resources Management
Department of Veterans Affairs
Washington, DC 20420

Phone No.: (202) 535-8847

Has centers with a client base of 500. Transition services are provided at the local facility impacted by restructuring activity.

GENERAL SERVICES ADMINISTRATION

POC: Vivian Penda
GSA/ERC
1776 G Street, N.W.
Washington, DC

Marie Todd
GSA/NCR
7th and D Street, SW
Washington, DC

Phone No.: (202) 275-4579 Vivian Penda
(202) 708-5300 Marie Todd

Has two centers with a client base of 1,000 - 10,000. Contracts employee assistance program counselors for transition services.

Best Practices: One-on-one, resume writing seminar and critiques. One-on-one coaching and dry run interview skills. "Career Development: Present and future" 20 hour seminar based on Echelon materials that covers managing and planning for changes, skills assessment, resume writing, researching the job market, and interviewing/negotiating.

U.S. DEPARTMENT OF LABOR

POC: Kim Green
Director, Career-MAP
U.S. Department of Labor
200 Constitution Avenue, N.W. Room N5416
Washington, DC 20210

Phone No.: (202) 219-0118

In January, the Department of Labor established the Career Management, Assessment and Planning (C-MAP) office. One of C-MAP's objectives is to offer a variety of services that can assist employees whose jobs are affected by technology, streamlining and reengineering. The center currently contracts with two outplacement consultants D.M. Saunders and Lee Hecht Harrison.

Best Practices: Development of "agency profile packages" that are aggregated for marketing displaced employees by occupational grouping and grade level. This method of circulating potential placements has worked because managers were very impressed with the resume approach to showcasing the knowledge, skills and abilities of affected employees.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION

POC: Christina Reed
NASA/GSFC
Code 113
Greenbelt, Maryland 20771

Sandi McArter
Career Transition Assistance Program
NASA Headquarters
OCC Building - Room 2610
One Independence Square
Washington, DC 20546-0001

Phone No.: (301) 286-3729 Christina Reed
(202) 358-1550 Sandi McArter

NASA offers career transition services at the Goddard Space

Flight Center for its approximately 500 employees. NASA contracts with RCI, Inc., the USDA Graduate School and the National Institute of Transition Planning for transition assistance.

In addition to its Goddard center, NASA Headquarters has signed a Memorandum of Understanding with the Department of the Army to cover Career Transition Assistance services from Research Consultants, Inc. This center will service between 1,000 & 10,000 employees.

DEPARTMENT OF NAVY

POC: Jim Fritz
Office of Civilian Personnel Management
800 North Quincy Street
Arlington, VA 22203-1998

Phone No.: (703) 696-4921

The Department of the Navy has a center located in the Carderock Division, Naval Surface Warfare Center with a client base of 1,000-10,000 personnel. Training is contracted on a course-by-course basis. Also has a center in Building 200, 901 M Street, SE, Washington, DC 20374.

Best practices: Information received on bulletin boards, including OCPM BB, OPM job listings, etc. are used in Transition Center.

U.S. DEPARTMENT OF STATE

POC: Earl A. Ambre
U.S. Department of State
Career Transition Center, SA-30
3330 N. Washington Blvd.
Room 350
Arlington, VA 22201

Phone No.: (703) 235-4240

The Department of State's Career Transition Center supports a client base of 1,000-10,000 employees. The Department uses contractors on an hourly basis as needed. Its program has been in existence for the last 23 years. For the last 10 years it has used in-house programming with some outside consultants for yearly, 4 one-week retirement planning seminars and 4 one-month job search program workshops for the 6 Foreign Affairs Agencies. There are 1,000 retirement planning participants and 270 job search participants annually, as well as 700 talent bank registrants.

Best Practices: Job search program workshops and talent banks/job registers.

APPENDIX B
WORKFORCE RESTRUCTURING OFFICE
US OFFICE OF PERSONNEL MANAGEMENT

Your one-stop source of information on:

Downsizing Tools and Strategies

Career Transition Assistance and Job Lead Development

Early Retirement

"Rapid Response" on-site Technical Assistance

Reduction in Force, Furlough, & Transfer of Function

Reorganization and Delaying Strategies

Inplacement and Outplacement Programs

Alternatives to Reduction in Force

Speakers for Briefings, Training Courses and Conferences

Merit Systems Protection Board Appeals Database

Entitlements and Benefits for Employees Affected by RIF

...and featuring our new 'CLEARINGHOUSE'- OPM career transition resource center for Federal agencies, containing books, videos, software, and materials on career transition and Outplacement!!!

Call us at 202-606-0960 WE CAN HELP!!!

Also, check out our bulletin board, MAINSTREET,
by dialing 202-6064800!!!

FAX us your inquiries at 202-606-2329!!

**Publications Available from OPM Workforce
Restructuring Office**

July, 1995

OPM's Federal Workforce Restructuring Office has available a wide variety of publications to assist agencies and employees involved in downsizing and restructuring. The Office can be contacted at (202) 606 0960 or (02) 606 2329 (fax). Information is also available on OPM's Mainstreet electronic bulletin board (202) 606 4800.

Handbooks and Technical Guides:

RIF Avoidance Strategies and Tools

Reduction in Force Planning: A Practical Guide and Checklist

Interagency Placement Program: Registration Instructions and Forms

Career Transition: A Resource Guide

Restructuring Information Handbook

Career Transition Handbook for the Washington DC Area

Voluntary Early Retirement Guidelines (FY 96)

The Daily Buyout: Current developments in Federal downsizing

New Directions: Improving Transition Assistance for Federal Employees Affected by Downsizing

Costs/Savings Models of Selected Downsizing Tools

Under Development:

Entitlements and Benefits for Employees Affected by Reduction in Force: A Technical Guide

Pamphlets and Brochures for Employees:

Interagency Placement Program The Employee's Guide to Reduction in Force Procedures The Employee's Guide To Buyouts The Employee's Guide to RIF Separation Benefits Early Retirement under the Civil Service Retirement System

CAREER TRANSITION COMMUNITY RESOURCE HANDBOOK

For the Washington, DC Metropolitan Area

Washington, DC
July 1995

CAREER TRANSITION COMMUNITY RESOURCE HANDBOOK

Non-Endorsement:

This guide does not endorse, promote, or rate the quality of the services provided by any particular organization.

The majority of the organizations listed provide public and private non-profit services. However, be sure to ask each organization if there are any costs attached for using their services.

In addition to the organizations listed, individuals might want to contact their personal religious groups for services that may be of assistance.

Acknowledgment: This guide was proposed by Andrew Kalt and Judith Sellman for the Interagency Advisory Group of Personnel Directors, Committee on Career Transition Assistance.

TABLE OF CONTENTS

	<u>Page</u>
CURRENT CAREER TRANSITION SERVICES AND AND PROGRAMS	
Federal Programs and Benefits.	1
Special Programs and Benefits for the Department of Defense	3
Assistance through Economic Displaced Workers Adjustment Assistance Act	5
EMPLOYERS' JOB HOTLINE	7
COMMUNITY: SOCIAL AND MEDICAL SERVICES AND JOB PLACEMENT ASSISTANCE	
Northern Virginia	10
District of Columbia	19
Maryland	23
Miscellaneous Informative Sources	25
FEDERAL EMPLOYMENT INFORMATION CENTERS	26
INDEX	27

INTRODUCTION

About the Career Transition Community Resource Handbook...

This community resource handbook was created to aid federal employees who experience job transition. It will provide a range of services covering medical and social needs and job placement assistance. This handbook also includes the available transition services provided to Federal Employees. In addition, there is a phone listing of public and private possible employment opportunities. It is meant to provide quick access to services that may help employees in transition. It was revised and amended in June 1995; however, if changes in address or phone number occur, the telephone company should have records up to 6 months after such a change takes place.

The Community Resource Guide is broken down by geographical region covering Northern Virginia, Maryland, and the District of Columbia.

CURRENT CAREER TRANSITION SERVICES AND PROGRAMS IN THE FEDERAL GOVERNMENT

The following is a list of benefits, and services currently available to displaced employees. Also included is a list of benefits and programs available only to Department of Defense displaced employees, and a list of transition services now provided to employees in some agencies and locations.

A. FEDERAL PROGRAMS AND BENEFITS AVAILABLE TO EMPLOYEES SEPARATED BY REDUCTION IN FORCE

- **Placement Assistance**

Interagency Placement Program (IPP) - A pre- and post-RIF program administered by OPM to give employees who were or will be separated priority reemployment consideration for positions in other Federal agencies over applicants who do not have Federal status.

Reemployment Priority List (RPL) - Primarily a post-RIF program administered by individual agencies that gives separated employees priority for vacancies in their former agency over candidates who are not agency employees.

- **Modification of Qualification Requirements** - Agencies may modify qualifications standards for inservice placement actions of RIF-ed employees if the agency determines that the employee can successfully perform the work of a position even though the employee may not meet all OPM qualification requirements.

- **Job Information**

Career America Connection - A touch tone telephone system which provides up-to-date job information.

Federal Job Opportunities Bulletin Board - A computer-based bulletin board system which provides general and specific employment information, current worldwide Federal job opportunities, and salary and pay rates. This information is also available through OPM Federal job information touch screen computers which are pc-based systems. Touch screen technology provides job seekers with daily worldwide Federal employment information at the touch of a finger. Key features include: current worldwide Federal job opportunities, information on the hiring process, general and specific employment information, and the capability for individuals to request application materials.

Federal Employment Information Centers - OPM Federal Employment Information Centers are located throughout the United States to provide up-to-date information on Federal employment opportunities.

- **Advance Warning of Separation** - Agencies may issue a Certification of Expected Separation to employees when the agency expects to separate them within 6 months by RIF. This notice allows employees to register early for outplacement and retraining services provided through their agency, OPM, and the Job Training Partnership Act administered by the Department of Labor. By law, Federal employees are entitled to 60 day advance notice of RIF separations.
- **Job Training Partnership Act (JTPA)** - A Department of Labor program which disburses funds to the individual States to provide readjustment and retraining services for individuals who are involuntarily separated from employment. Services may include career counseling, testing, retraining, placement assistance, support services and financial counseling to eligible employees both before and after the RIF.
- **Severance Pay** - Continuation of pay for up to 1 year for eligible employees separated by RIF using a standard formula based on length of service and age.
- **Unemployment Compensation** - A program administered by the Department of Labor, through agreements with state governments, which provides weekly income for a limited time period to eligible separated Federal employees.
- **Refund of Unused Annual Leave** - Separated employees receive a lump-sum payment for accrued annual leave. (Employees may generally carry over 240 hours of annual leave each year.)

Employees are entitled to have their sick leave recredited if reemployed in the Federal service, or have it added to their total service if eligible for annuity benefits under the Civil Service Retirement System.

- **Payment of Relocation Expenses** - Title 5, United States Code, Section 5724(e), and Federal Travel Regulations prepared by the General Services Administration state that in a RIF or transfer of function, expenses may be paid in whole or part by the agency from which the employee transfers or by the agency to which he/she transfers.

- **Retirement**

Discontinued Service Retirement - A discontinued service or involuntary retirement provides an immediate annuity for employees who are separated by RIF provided they have at least 20 years of service and are age 50, or have at least 25 years of service regardless of age.

Refunds - Separated employees who are not eligible to receive an annuity may receive a refund of retirement contributions.

Deferred Annuity - Separated employees who have completed 5 years of creditable civilian service, but are not eligible to receive an immediate annuity, may defer their annuity until age 62 or when eligible.

Using Annual Leave to Gain Retirement Eligibility - Employees close to being eligible for retirement when a RIF separation occurs, may be able to stay on the rolls (beyond the date of separation) if they have enough annual leave to carry them over to the date they become eligible for retirement or voluntary early retirement.

- **Federal Employee Health Benefits (FEHB)** - Employees who retire on an immediate annuity whether voluntarily or as the result of a RIF may continue their enrollment in the FEHB program if all other enrollment requirements are met.

Employees who are displaced due to a RIF action may continue their health insurance for 18 months past the RIF separation date provided they pay both the employee and Government shares of contributions plus any additional administrative costs.

Employees who separate and are not eligible for an annuity may convert their health insurance to individual coverage and pay the full cost.

- **Federal Employees Group Life Insurance (FGLI)** - Employees who retire on an immediate annuity may continue their enrollment in the FGLI program if enrollment requirements are met.

Employees who separate and are not eligible for an annuity may convert their life insurance to individual coverage and pay the full cost.

B. SPECIAL FEDERAL PROGRAMS AND BENEFITS AVAILABLE ONLY TO DEPARTMENT OF DEFENSE EMPLOYEES

In addition to the other benefits and services listed in Section A, the following benefits and services are available only to Department of Defense employees. Many of these benefits have been authorized under special legislative provisions in annual Defense Authorization bills passed over the last few years.

- **Placement Assistance**

DOD Priority Placement Program (PPP) - An internal DOD mandatory placement program which provides placement rights for separated DOD employees to other vacant positions within DOD. When a vacancy occurs, DOD components must consider displaced DOD employees who have matching skills and grades before filling the vacancy through other means. Most internal personnel movement is prohibited if a qualified displaced DOD employee is available.

Defense Outplacement Referral System (DORS) - DORS was developed to assist DOD civilian and military workers and their spouses. This program is administered jointly by DOD and OPM. DORS provides public and private sector employers lists of DOD workers who match skills needed for employers' vacancies. The program is open to all DOD employees and employers, but there is no requirement to use it.

- **Job Training Partnership Act (JTPA)** - Assistance available for job search or retraining may begin 2 years prior to RIF separation for DOD employees working at components listed on Base Realignment and Closure lists, instead of the maximum 180 days authorized for other employees.
- **Outplacement Subsidy** - In addition to the option available to all agencies, GSA has permitted DOD to authorize relocation payments for employees who are:
 - in receipt of a Certificate of Expected Separation;
 - in receipt of a notice or proposed separation as a result of RIF; or
 - in particular occupational series and grades designated as surplus by DOD, when it is determined that their voluntary transfer to another Federal agency would create a vacancy for an employee in receipt of a notice of expected or proposed RIF separation. (Payment for this particular action is not available for non-Defense agencies.)

DOD policy allows payment of up to \$20,000 in these cases.

- **Unlimited Annual Leave Carryover** - To encourage retention until closure, DOD employees located at installations designated for closure may carry over unlimited annual leave beyond the normal 240 hour cap.
- **Advance Notification Period** - A 120-day RIF notice period (instead of the usual 60 days) is required for DOD employees at activities anticipating 50 or more separations.
- **Extended Federal Employee Health Benefits (FEHB) Coverage** - Employees enrolled in the FEHB Program may elect to continue enrollment for 18 months

following separation with the agency continuing to pay its share and any additional administrative costs. Employees would continue to pay their share.

- **Full Consideration** - Non-DOD agencies are required by law to give full consideration to qualified displaced DOD employees before selecting a candidate from outside the agency for a vacant position.
- **Non-Federal Employment Incentive Pilot Program** - The Secretary of Defense may establish a pilot program to pay up to \$10,000 retraining and relocation incentives to non-Federal employers to encourage them to hire and retain DOD employees affected by RIF.
- **Voluntary Separation Incentives Payments** - DOD may offer voluntary separation incentive payments (buyouts) to employees until September 30, 1999.

C. ASSISTANCE AVAILABLE THROUGH THE ECONOMIC DISLOCATION AND WORKER ADJUSTMENT ASSISTANCE ACT (EDWAA)

Through the Economic Dislocation and Worker Adjustment Act (EDWAA) which amended Title III of the Job Training Partnership Act, the Department of Labor provides funds to States and local substate grantees so they can help dislocated workers find and qualify for new jobs.

Eligibility: Workers who have lost their jobs and are unlikely to return to their previous industries or occupations are eligible for the program. This includes workers who lose their jobs because of plant closures or mass layoffs; long-term unemployed persons with limited job opportunities in their fields; and farmers, ranchers and other self-employed persons who become unemployed due to economic conditions. Under certain circumstances, states may also authorize service for displaced homemakers.

Service Delivery Structure: Each state is divided into substate areas. The programs are designed and operated at the local level, where the decisions about who can be served and which services will be offered are made based on local labor market needs and available resources.

The Governor of each state designates a Dislocated Worker Unit which has the primary responsibility for overall administration and management of the program, including the establishment of a system to respond rapidly to major worker dislocations. Funds are made available to the states each year using a distribution formula based on unemployment in each state.

Services Available: EDWAA authorizes an array of comprehensive and timely retraining and readjustment services. States and local substate grantees can tailor the services to meet

participants' individual needs based on the funds available. These services include:

Rapid Response: Each State has a Dislocated Worker Unit (DWU) which receives notices of plant closures and mass layoffs covered under the Worker Adjustment and Retraining Notification Act (WARN). When a DWU obtains information about a major layoff, it can respond with on-site services to assist workers facing job losses. The DWU may also help to set up a labor-management committee at the worksite and/or assist in efforts to avert worker dislocations.

Retraining Services: Workers can receive classroom, occupational skills, and/or on-the-job training to qualify for jobs in demand. Basic and remedial education, entrepreneurial training, and instruction in literacy or English-as-a-second language may be provided.

Readjustment Services: These include: outreach and intake; testing and counseling; development of individual service plans; labor market information; job development; job search and placement; support services (including child care and transportation allowances); relocation assistance and pre-layoff assistance programs.

Needs Related Payments: Dislocated workers who have exhausted their unemployment insurance (UI) benefits may receive needs-related payments while they complete training.

Certificates of Continuing Eligibility: These certificates allow eligible dislocated workers to defer the start of retraining, or to obtain their own retraining.

National Reserve Account (NRA): States and substate areas may apply for NRA grants from the Department of Labor's Employment and Training Administration (ETA) if they need additional funds to administer and operate projects for eligible workers dislocated due to mass layoffs, plant closures, disasters, and Federal Government actions.

EMPLOYERS JOB HOTLINE

FEDERAL DEPARTMENTS AND AGENCIES

Administration of the U.S. Courts	(202) 273-2760
Alcohol, Drug Abuse & Mental Health Administration	(301) 443-2282
Bolling Air Force Base	(703) 693-6550
Bureau of the Census	(301) 457-4419
Bureau of Alcohol, Tobacco, and Firearms	(202) 927-8423
Commodity Futures Trading Commission	(202) 254-3346
Defense Commissary Agency	Northeast (800) 547-8428
	Midwest and South (800) 747-1694
	Central (800) 593-3322
	Northwest and Southwest (800) 243-4914
Defense Intelligence Agency	(703) 907-1710
Defense Logistics Agency	(703) 274-7372
Department of Army Headquarters	(703) 693-7911
Department of Energy	(202) 586-4333
	TDD (202) 586-6155
Department of Housing & Urban Development	(202) 708-3203
Department of Interior, Office of the Secretary	(800) 822-5463
Department of Labor	(800) 366-2753
Department of State	(202) 647-7284
Department of Transportation	(202) 366-9397
	TDD (202) 366-9402
Department of Treasury	(202) 622-1029
Environmental Protection Agency	(202) 260-5055
Fannie Mae	(202) 752-5627
Federal Deposit Corporation*	(202) 942-3540
Freddie Mac	(703) 903-2970
General Accounting Office*	(202) 512-6092
	(Out of town inquiries) (800) 967-5426
Institute of Standards & Technology	(301) 926-4851
Library of Congress	(202) 707-4315
National Endowment for the Arts	(202) 682-5799
National Science Foundation	(202) 357-7735
National Institute of Health	(301) 496-2403
Office of the Asst. Secretary of Health	(301) 443-1986
Office of Management and Budget	(202) 395-5892
	TDD (202) 395-1160
Patent and Trademark Office	(703) 305-4221
Resolution Trust Corporation(FDIC)*	(202) 942-3540
Smithsonian Institution	(202) 287-3102

State and Local Governments

Alexandria	(703) 838-4422
Arlington	(703) 358-3363
City of Fairfax	(703) 385-7861
Fairfax County	(703) 324-5627
Fairfax Hospital	(703) 698-2374
Falls Church	(703) 241-5130, Code 400
Loudoun County	(703) 777-0536
Montgomery County	(301) 217-2240
Prince William County	(703) 792-6645, Code 332
Prince George's County	(301) 952-3408
	TDD (301) 952-5207

Non-Profit/Private Sector

American University	(202) 885-2639
Baltimore Gas & Electric Co.	(410) 234-7778
Black & Decker Corp.	(410) 716-2973
C&P Virginia**	(703) 204-7201
C&P D.C. Metro Area**	(202) 347-7070
Caterair International	(800) 899-9830, Ext. 7932
Chamber of Commerce of the Unites States	(202) 463-5744
Circuit City Stores, Inc.	(804) 527-4094
Citizens Bank of Maryland	(301) 206-6591
District Cablevision	(202) 832-2001, Code 7
Gannett Company, Arlington	(703) 284-6054
Group Health Association.	(202) 364-2080
Howard University and Hospital	(202) 806-7712
Kaiser Permanente	(800) 326-4005
Manor Care, Inc.	(800) 348-2041
Marriott Hotel	(703) 461-6100
Mobil Corporation, Fairfax*	(Office & staff positions) (703) 846-2777 (Marketing positions) (703) 849-6005
National Education Association	(202) 822-7642 TDD (301) 217-1094
National Public Radio	(202) 414-3030
National Technical Information Service	(703) 487-4680
Nations Bank (American Security Bank)	(301) 897-0547
Nature Conservancy, the	(703) 247-3721
Northern Virginia Community College	(703) 323-3444
Peat Marwick Main & Company	(202) 467-3979
Potomac Electric Power Company	(202) 872-2100
PRC	(703) 556-2300
Society for Human Resources Management	(202) 966-5627
U.S. Air Group, Inc***.	(703) 418-7499
USA Today	(703) 558-5627
Washington Post Company	(202) 334-5350

* Hiring freeze as of June 1995

** No longer accepting applications as of June 1995

*** Computer specialist positions only as of June 1995

Community Social and Medical Services and Job Placement Assistance

Northern Virginia

Action in the Community Through Service (ACTS)
(703) 221-3186

Volunteers help families find short term assistance

Adult Education Division of Arlington County Public Schools
855 North Edison Street
Arlington, Virginia 22205
(703) 358-7200

Career planning workshops and individual career counseling.

Alexandria Office of Employment and Training
(703) 838-0940

Employment and training programs for residents of the city of Alexandria.

Alexandria Office on Women Job Seekers and Career Changers Support Group
110 N. Royal Street, Suite 201
Alexandria, Virginia 22134
Mondays 7:00 p.m. to 9:00 p.m.
Meets at the First Baptist Church
2932 King Street
Alexandria, Virginia 22134
(703) 838-5030

Alexandria Senior Citizens Employment and Services, Inc.
(703) 836-4414

Free counseling to residents of the city of Alexandria who are 55 and older.

Area Agencies On Aging

Alexandria

(703) 838-0920

Arlington

(703) 358-5030

Fairfax

(703) 324-5411

Loudoun

(703) 777-0257

Prince William

(703) 792-6400

Information and referral services on financial counseling and legal services, employment and volunteer activities, retirement planning, and advocacy programs.

Arlington County Public Library, Main Branch Career Information Center

1015 North Quincy Street

Arlington, Virginia 22201

(703) 358-5999 Jane Larson, Career Librarian

(703) 358-5959 Main Desk

Job boards, employee directories, test preparation, and job hunting skills books. Monthly free career workshop and books on career fields.

Arlington Employment Center

2050 North 15th Street, Suite 117

Arlington, Virginia 22201

(703) 358-4820

(703) 358-3600, dial 9524 at voice mail recording (informational recording)

Employment services to residents and business in Arlington County. Career counseling and career planning workshops.

Arlington Payments Bureau

(703) 358-5620

Helps Arlington residents apply for federal, state, and local assistance

Campagna Center
Alexandria Community "Y"
418 South Washington Street
Alexandria, Virginia 22314
(703) 549-0112

Committed to raising the quality of life for women and children in Alexandria. Services include extended daycare and Head Start programs.

Department of Economic Development
Alexandria City (703) 739-3820
Arlington County (703) 358-3520
Fairfax County and City (703) 790-0600
Loudoun County (703) 478-8434
Prince William County (703) 792-6680

Many departments publish demographic information, business directories, etc. for the area they serve. They suggest that you call the office in your area to find out what publications they have available.

EDWAA (Economic Dislocation Workers Adjustment Assistance)
12011 Government Center Parkway, Suite 200
Fairfax, Virginia 22035
(703) 324-7725

Job counseling and training for unemployed persons who have lost jobs due to economic conditions.

Employment Training Center, Arlington County Public Schools
816 South Walter Reed Drive
Arlington Virginia 22204
(703) 358-7225

Computer skills, office skills, child care, and printing training. Four month training programs.
Call counselors for more information.

Fairfax County Adult Education, Fairfax Public Schools
7510 Lisle Avenue
Falls Church, Virginia 22043
(703) 506-2200

Career workshops, employment training and certificate programs.

Fairfax County Department of Human Development
Employment and Training Division
6131 Williston Drive
Falls Church, Virginia 22044
(703) 533-5400

11440 Isaac Newton Square North, Suite 202
Reston, Virginia 22090
(703) 481-0905

3350 Richmond Highway
Alexandria, Virginia 22309
(703) 799-8400

Job preparation workshops, skills training, job referrals and other services for Fairfax County residents. **For information about benefits (Medicaid, food stamps, etc.) call (703) 533-5300.**

Fairfax County Office for Women
12000 Government Center Parkway, Suite 318
Fairfax, Virginia 22035
(703) 324-5730
(703) 222-3504 (TDD for hearing impaired)
(703) 324-3959 (Fax)

Career development and employment related services to women and men who are residents of Fairfax County, the City of Fairfax, or Fairfax County employees. Provides workshops, a career reference center, a job bank, and a job seekers network.

Hispanic Committee
6031 Leesburg Pike
Falls Church, Virginia 22041
(703) 671-5666
(703) 671-2325 FAX

Job counseling, placement, career orientation, community services, and crisis assistance.

Hispanos Unidos

6269 Leesburg Pike #202
Falls Church, Virginia 22044
(703) 533-9300
(703) 237-3736 FAX

Seeks to raise the economic, educational and social level of underprivileged/unemployed residents of Virginia.

Job Hunters' Drop In

Women's Center of Northern Virginia
133 Park Street N. E.
Vienna, Virginia 22180
(703) 281-2657

Conducted every night of the week discussing various topics.
7:30 p.m. to 9:30 p.m. \$5.00 per session (personality and interests inventories). \$41/hr.
personnel/career counseling

Loudoun County Community Employment Services

102 Heritage Way, N. E., Suite 202
Leesburg, Virginia 22075
(703) 777-0540
In the Washington Metro Area call 478-1850 and ask for extension 0540

Job Training Program.

Northern Virginia Community College Counseling Centers

Alexandria (703) 845-6301
Manassas (703) 257-6600
Annandale (703) 323-3200
Woodbridge (703) 878-5760
Loudoun (703) 450-2571

Career and academic counseling to students. Credit and non-credit courses available. Career Center is available to the public, with computer resources for career decisions and resume writing.

Prince William County Office for Women
3460 Commission Court
Woodbridge, Virginia 22192
(703) 792-6611

Referrals, seminars and workshops on women's issues, financial matters and employment information. Open Tuesday, Wednesday and Thursday only from 8:30 a.m. until 3:30 p.m.

Professional Networking and Support Group
Hope Lutheran Church
(703) 256-2554

Every Monday from 7:00 p.m. to 9:00 p.m.

Project Update
Alexandria-Bryant Center
(703) 660-2065
Falls Church-Pimmet Hills
(703) 506-2220
Woodson-Fairfax
(703) 503-6415

Vocational skills training for single parents and displaced homemakers (divorced, widowed, separated) in the Northern Virginia Area.

Reston Interfaith
2329 Hunter Woods Plaza, Suite 101
Reston, Virginia 22091
(703) 476-7103
Every Wednesday from noon to 2:00 p.m.

Job counseling and development.

Senior Employment Resources
4201 John Marr Drive, Suite 236
Annandale, Virginia 22003
(703) 750-1936

Helps clients 50 years and older to find jobs in the private sector and provides referrals. No geographical restriction.

Small Business Development Center
4031 University Drive, second floor
Fairfax, Virginia 22030
(703) 277-7700

Training workshops, seminars, and free business counseling for current and prospective owners.

State Occupational Informational Coordinating Committee (SOICC)-Virginia
Virginia OICC/VA Employment Commission
703 East Main Street
P. O. Box 1358
Richmond, Virginia 23211
(804) 786-7496

The NOICC together with the SOICC provide occupational, educational, and labor market information that is collected by Federal and state agencies.

United Community Ministries
7511 Fordson Road
Alexandria, Virginia 22306
(703) 768-7106

Job counseling and development.

Virginia Career Information Hotline
1-800 542-5870 (*cannot be reached from this area*)
Information and referral about education, job training, financial aid, apprenticeship programs, and employment outlook. Information on salary ranges for the most widely held occupations in Virginia.

Virginia Cooperative Extension Service
Alexandria (703) 838-0960
Arlington (703) 358-6400
Fairfax (703) 324-5320
Loudoun (703) 777-0373
Prince William (703) 720-6285

Provides citizens with advice on budgeting a family income.

Virginia Employment Commission Job Service/Unemployment Insurance Office Locations

Merrifield Area*

13135 Lee Jackson Memorial Highway (Route 50), Suite 340
Fairfax, Virginia 22033-1907
(703) 803-0000 (Job Service)
(703) 813-1300 (Unemployment Insurance)
8:00 a.m.-4:30 p.m., Monday through Friday

Alexandria Area*

5520 Cherokee Avenue, Suite 110A
Alexandria, Virginia 22312
(703) 813-1399 (Job Service)
(703) 813-1300 (Unemployment Service)
8:00 a.m.-4:30 p.m., Monday through Friday

Manassas Area**

7864 Donegan Drive
Manassas, Virginia 22110
(703) 361-1126 (Job Service Only)
8:15 a.m.-4:30 p.m. Monday through Friday

Sterling Area*

100 Carpenter Drive, Suite 105A
Sterling, Virginia 20164
(703) 478-7200 (Job Service)
(703) 478-7231 (Unemployment Insurance)
8:30 a.m.-4:30 p.m. Monday through Friday

Woodbridge Area***

14569 Jefferson Davis Highway
P. O. Box AD
Featherstone Square Shopping Center
Woodbridge, Virginia 22194
(703) 494-2184 (Unemployment Insurance Only)
8:30 a.m.-4:30 p.m. Monday through Friday

* VEC Offices with both Job Service and Unemployment Insurance information/resources

** VEC Offices with only Job Service information/resources

*** VEC Offices with only Unemployment Insurance information/resources

The VEC offers seminars on resume writing, interviewing skills, job search, self assessment, and how to manage change. In addition there are job networks that list vacancy announcements and interviewers that will help your job search.

Virginia Office on Women

110 North Royal Street, Room 201
Alexandria, Virginia 22314
(703) 838-5030

Employment programs, support groups for unemployed and those in transition.

Women's Center of Northern Virginia

133 Park Street, N. E.
Vienna, Virginia 22180
(703) 281-2657

New office: Prince William County, all calls should be made to the Vienna office.
Marriage, divorce, and separation, personal and career counseling and workshops plus support groups. Frequent presentations by national and community leaders.

Women's Resource Center

1 Laudon Street, S. E.
Leesburg, Virginia 22075
(703) 771-7845

Information and resource referral on women's issues, workshops and support groups.

DISTRICT OF COLUMBIA

Area Agencies On Aging

(202) 724-5626

Information and referral services on financial counseling and legal services, employment and volunteer activities, retirement planning, and advocacy programs.

Associated Catholic Charities

(202) 526-4100

Offers social work services and counseling for individuals, groups, and families.

Center for Career Education and Workshops

The George Washington University

2020 K Street NW, Suite 8100

Washington, DC 20052

Office Hours: 9am - 9pm/Monday - Saturday

(202) 994-5500

Community Services Agency of the Metropolitan Washington Council, AFL-CIO

1101 14th Street NW, Suite 300 (after July 1, 1995)

Washington, DC 20005

(202) 289-7232

(202) 371-0168 Fax

Department of Health Services (DHS)- Child Care/Day Care

Family Services and Day Care

(202) 727-0284

Information and referrals

Emergency Financial Assistance

(202) 724-8719

Gives financial assistance for mortgage, first month's rent, and security deposits.

Family and Child Services of Washington D. C.

(202) 289-1510

Provide family counseling and day care

Forty Plus Greater Washington

1718 P Street, NW

Washington, DC 20007

Office Hours: 9am - 5pm/Monday - Friday

(202) 387-1582

Non-profit organization. Provides professional job search training program, networking opportunities, weekly speaker program, library, computer/laser printers, fax, a support system, marketing your skills through PLUS PROFILES. Meets at the WEBSTER HOUSE Building.
\$325 membership fee + monthly dues for comprehensive program.

Georgetown Career Group

Georgetown Presbyterian Church

3115 P Street N. W.

Washington, DC 20007

(202) 338-1644

12:00 p.m. to 2:00 p.m. Tuesdays

Helps people with disabilities find jobs.

Interfaith Conference

1419 V Street NW

Washington, DC 20009

(202) 234-6300

(202) 234-6303 Fax

Includes Hindu, Islamic, Jewish, Latter-day Saints, Protestant, Roman Catholic, and Sikh faith communities to provide emergency food and shelter. Directory lists all area services for the following categories: Emergency food, soup kitchens, shelters, medical shelters, and day shelters. The directory also includes the social service branches of the involved religions.

Lutheran Social Services

1511 V Street NW

Washington, DC 20009

(202) 723-3000

Patricia Singletary-Human Resources

National Occupational Informational Coordinating Committee (NOICC)

2100 M Street NW, Suite 156

Washington, DC 20037

(202) 653-5665

(202) 653-5671

(202) 653-7680

The NOICC together with the State OICC provide occupational, educational, and labor market information that is collected by Federal and state agencies.

Salvation Army

Social Services

1007 K Street NW

Washington, DC 20006

(202) 783-4050

Provides counseling, rental and utilities payment assistance, job referral, food vouchers, and clothing. Appointments Only.

State Occupational Informational Coordinating Committee (SOICC)-District of Columbia

Office of Staffing and Developmental Service

D. C. Department of Employment Service

500 C. Street NW

Washington, DC 20001

(202) 724-7243

The National OICC together with the SOICC provide occupational, educational, and labor market information that is collected by Federal and state agencies.

Supplemental Food Commodity

(202) 673-6800

Trinity College/Weekend College

125 Michigan Avenue, NE

Washington, DC 20017

(202) 939-5051

Offers classes on weekends leading towards a college degree.

United Way
Social Planning Committee
95 M Street SW
Washington, DC 20024
(202) 488-2110

Provides referrals and a full listing of emergency food, soup kitchens, shelters, medical services, and day shelters.

VET Center (Outreach)
Veterans Center
801 Pennsylvania Avenue SE
Washington, DC 20003
(202) 745-8400

Must have served in a war or served between 8/64-5/75.

Women Work! National Network for Women's Employment
1625 K Street NW, Suite 300
Washington, DC 20006
Office Hours: 9am - 5:30 pm/Monday - Friday
(202) 467-6346

Provides information and referral services for anyone in need, and specialized services and training for unions and their members. Job loss preparation and assistance includes pre-lay off workshops for affected persons. Access to computerized job data bank assistance.

MARYLAND

Area Agencies On Aging

Frederick County

(301) 694-1605

Montgomery County

(301) 468-4443

Prince George's County

(301) 699-2696

Information and referral services on financial counseling and legal services, employment and volunteer activities, retirement planning, and advocacy programs.

Center for Entrepreneurship

College of Business and Management

University of Maryland

College Park, MD 20742-7215

Office Hours: 8am - 5pm/Monday - Friday

(301) 405-2144

Center for Small Business, Entrepreneurship and Management

51 Mannakee Street

Rockville, MD 20850

8am - 7pm/Monday - Thursday

8am - 5pm/Friday

8:30am - 1pm/Saturday

(301) 251-7940

Small business clinic offering counseling and training, computer counseling, contract and open enrollment courses.

Counseling and Career Center

Montgomery County Commission for Women

255 N Washington Street

Rockville, MD 20850

8:30am - 5pm/Monday & Friday

8:30am - 9pm/Tue, Wed, Thu

(301) 279-1800

Individual counseling and workshops on career planning for Montgomery County residents.

Jewish Vocational Services

6123 Montrose Road
Rockville, MD 20850
(301) 816-2628

Provides career counseling, teaches job search skills, interviewing skills, and an occupational testing and assessment program.

Montgomery Community College Career Center

Contact Person: Joyce Feinstein
7600 Takoma Avenue
Takoma Park, MD 20912
8:30am - 6pm/Monday - Thursday
8:30 am - 4:30pm/Friday
(301) 650-1480

Prince George's Community College Career Center

301 Largo Road
Largo, MD 20772
8:30am - 9pm/Monday - Thursday
8:30am - 4:30pm/Friday
(301) 322-0886

Walk-ins are accepted; advise to call first to set appointment.

Professional Outplacement Assistance Center

Maryland Department of Economic & Employment Development
901 Elkridge Landing Road, Suite 100
Airport Square Building #9
Linthicum, MD 21209-2920
Office Hours: 8:30am - 4:30pm Monday - Friday
(410) 859-3499
(410) 859-3772 (fax)

A free outplacement center offering comprehensive job seeking services for professionals repositioning their careers. Office support and space, workshops, job clubs, and counselors available. Computers available for resume development. Participants must be referred to POAC by anyone of the State Job Service Centers throughout Maryland. Go to your local Job Service Center (listed in the Government Section of the phone directory) and ask to be referred to the Professional Outplacement Assistance Center at Linthicum, Maryland.

State Occupational Informational Coordinating Committee (SOICC)-Maryland
State Department Of Labor, Licensing, and Regulation
1100 N. Utah Street Rm 103
Baltimore, MD 21201
(410) 767-2953

The NOICC together with the SOICC provide occupational, educational, and labor market information that is collected by Federal and state agencies.

Miscellaneous Informative Sources

For a complete listing of specific jobs including, public and private sector organizations, Federal Agencies and contact persons, refer to:

Psillas, Benjamin Scott, (1995). Washington Job Source. Metcom, Inc. Washington, DC.

Adams, Bob, (1994). The Metropolitan Washington Job Bank, 1994. Holbrook. Washington, DC.

These books cover the DC Metropolitan area with over 5000 employment contacts. **These books are not endorsed by this resource guide.**

Consumer Affairs:

Alexandria	(703) 838-4350
Arlington	(703) 358-3260
District of Columbia	(202) 727-7080
Fairfax	(703) 222-8435
Montgomery	(301) 217-7373
Prince George's	(301) 952-4700

Better Business Bureau:
(202) 393-8000

America On Line and Campus bulletin boards provide daily public and private job openings. Included are job summaries, phone numbers, and contact persons.

Federal Student Aid: 1-800 4-FED-AID
Information about student aid applications, school participation, and eligibility requirements.

*** FEDERAL EMPLOYMENT ***
INFORMATION CENTERS (FEIC's)

FEIC's provide a range of employment and job information to aid individuals during their job search.

Actual services vary by location. Check your local telephone directory under U.S. Government (generally listed in the blue pages) for the FEIC nearest you.

**** FEDERAL JOB ****
OPPORTUNITIES BOARD

DIAL: 912-727-3100 for a computer-based board system, current worldwide Federal job opportunities, salaries and pay rates, general and specific employment information, service available worldwide, 24 hours a day, seven days a week;

OR ...

You can contact us on the Internet via Telnet and File Transfer Protocol (FTP) at FJOB.MAIL.OPM.GOV. Information about obtaining Federal job announcement files via Internet mail should be directed to INFO@FJOB.MAIL.OPM.GOV.

***** CAREER AMERICA *****
CONNECTION (CAC)

JUST DIAL: 912-757-3000 or TDD Service: 912-744-2299 for A telephone-based system; Current worldwide Federal job opportunities; On-line information and application packages mailed to you; Salaries and employee benefits information; Special recruitment messages; Service available worldwide, 24 hours a day, 7 days a week;

OR...

Call one of the local CAC's nearest you.

OPM's MAINSTREET
dial (202) 606-4800 through a modem

Includes bulletins on downsizing, job information, career transition, etc.

INDEX

<u>Organization</u>	<u>Page</u>
Action in the Community Through Service (ACTS)	10
Adult Education Division of Arlington County Public Schools	10
Alexandria Office of Employment and Training	10
Alexandria Office of Women Job Seekers and Career Changes Support Group	10
Alexandria Senior Citizens Employment and Services, Inc.	10
America On Line (info)	25
Area Agencies On Aging Virginia	11
District of Columbia	19
Maryland	23
Arlington County Public Library	11
Arlington Employment Center	11
Arlington Payments Bureau	11
Associated Catholic Charities	19
Better Business Bureau	25
Campagna Center	12
Center for Career Education and Workshop -the George Washington University	19
Center for Entrepreneurship	23
Center for Small Business Entrepreneurship and Management	23
Community Services Agency of the Metropolitan Washington Council-AFL-CIO	19
Consumer Affairs	25
Counseling and Career Center	23
Department of Health Services	19
Department of Economic Development	12
Alexandria City	
Arlington County	
Fairfax County and City	
Loudon County	
Prince William County	
Economic Dislocation Workers Adjustment Assistance (EDWAA)	12

Emergency Financial Assistance	19
Employment Training Center, Arlington County Public Schools	12
Fairfax County Adult Education, Fairfax Public Schools	12
Fairfax County Department of Human Development	13
Falls Church	
Reston	
Alexandria	
Fairfax County Office for Women	13
Family and Child Services of D. C.	19
Federal Student Aid	25
Food Stamps	12
Forty Plus of Greater Washington	20
Georgetown Career Group	20
Hispanic Committee	13
Hispanos Unidos	14
Interfaith Conference	20
Jewish Vocational Services	24
Job Hunter's Drop In	14
Loudoun County Community Employment Service	14
Lutheran Social Services	20
Montgomery Community College- Career Center	24
National Occupational Information Coordinating Committee (NOICC)	21
Northern Virginia Community College Centers	14
Alexandria	
Annandale	
Loudoun	
Manassas	
Woodbridge	
OPM'S MAINSTREET	25
Prince George's Community College Career Center	24
Prince William County Office for Women	15
Professional Outplacement Assistance Center	24
Project Update	15
Alexandria	
Falls Church	
Woodson	
Reston Interfaith	15
Salvation Army	21
Senior Employment Resources	15
Small Business Development Center	16

State Occupational Informational Coordinating Committee	
District of Columbia	21
Maryland	25
Virginia	16
Supplemental Food Commodity	21
Trinity College, Weekend College	21
United Community Ministries	16
United Way	22
VET Center	22
Virginia Career Information Hotline	16
Virginia Cooperative Extension Service	16
Alexandria	
Arlington	
Fairfax	
Loudoun	
Prince William	
Virginia Employment Commission	17
Alexandria	
Fairfax (Merrifield Area)	
Manassas	
Sterling	
Woodbridge	
Virginia Office on Women	18
Women Center of Northern Virginia	18
Women's Resource Center	18
Women Work! National Network	
for Women's Employment	22

APPENDIX D
ECONOMIC DISLOCATION AND WORKER
ADJUSTMENT ASSISTANCE ACT (EDWAA)

EDWAA, amended Title III of the Job Training Partnership Act, and provides funds to States and local substate grantees so they can help dislocated workers find and quality for new jobs.

ELIGIBILITY: Workers who have lost their jobs and are unlikely to return to their previous Industries or occupations are eligible for the program. This includes workers who lose their jobs because of plant closures or mass layoffs; long-term unemployed persons with limited job opportunities in their fields; and farmers, ranchers and other self-employed persons who become unemployed due to general economic conditions. Under certain circumstances, States may also authorize service for displaced homemakers.

SERVICE DELIVERY STRUCTURE: Each State is divided into substate areas. The programs are designed and operated at the local level, where the decisions about who can be served and which services will be offered are made based on local labor market needs and opportunities, and available resources.

The Governor of each State designates a Disclosed Worker Unit which has the primary responsibility for overall administrative and management of the program to respond rapidly to major worker dislocations. Funds are made available to the States each year using a distribution formula based on unemployment in each State.

SERVICE AVAILABLE: EDWAA authorizes an array of comprehensive and timely retraining and readjustment services. States and local substate grantees can tailor the services to meet participants' individual needs based on the funds available. These services include:

*Rapid Response. Each State has a Dislocated Worker Unit (DWU) which receives notices of plant closures and mass layoffs covered under the Worker Adjustment and Retraining Notification Act (WARN). When a DWU obtains information about a major layoff, it can respond with on-site services to assist workers facing job losses. The DWU may also help to set up a labor-management committee at the worksite and/or assist in efforts to avert worker dislocations.

*Retraining Services. Workers can receive classroom, occupational skills, and/or on-the-job training to qualify for jobs in demand. Basic and remedial education, entrepreneurial training, and instruction in literacy or English-as-a-second-language may be provided.

*Readjustment Services. These include: outreach and intake;

testing and counselling; development of individual service plans; labor market information; job development; job search and placement; supportive services (including child care and transportation allowances); relocation assistance and pre-layoff assistance programs.

*Needs Related Payments. Dislocated workers who have exhausted their unemployment insurance (U) benefits may receive needs-related payments while they complete training.

*Certificate of Continue Eligibility. These certificates allow eligible dislocated workers to defer the start of retraining, or to obtain their own retraining.

NATIONAL RESERVE ACCOUNT (NRA): States and substate areas may apply for NRA grants from the Department of Labor's Employment and Training Administration (ETA) if they need additional funds to administer and operate projects for eligible workers dislocated due to mass layoffs, plant closure, disasters, and Federal government actions.

FOR FURTHER INFORMATION: Workers, employers, and anyone interested in learning more about the EDWAA program and the services available should contact the appropriate State Dislocated Worker Unit at the phone number listed, or write: Office of Worker Retraining and Adjustment Programs, U.S. Department of Labor, Room N-5426, 200 Constitution Avenue, N.W., Washington, DC 20210.

JOB TRAINING PARTNERSHIP ACT (JTPA) CONTACTS
WASHINGTON, D. C. & VICINITY

District of Columbia

Drayl Hardy, Deputy Director
Training and Development
Department of Employment Service
500 'C' Street, N.W., Suite 613
Washington, D. C. 20001
Ph. (202) 724-1333 Fax: (202) 724-7136

MARYLAND

State Worker Adjustment Liaison

Ronald Windsor, Administrator
Maryland Dislocated Worker Unit
Department of Economic and
Employment Development
1100 North Eutaw Street, Room 310
Baltimore, Maryland 21201
Ph. (410) 767-2173
Fax: (410) 767-2010

Montgomery County

John Zellers, Director
Montgomery County
Private Industry Council (PIC)
8500 Colesville Road
Silver Spring, Maryland 20910
Ph. (301) 495-0440
Fax: (301) 495-0459

Prince George's County

Joseph Puhalla, President
Prince George's County PIC
1802 Brightseat Road
Landover, Maryland 20785
Ph. (301) 386-5522
Fax: (301) 386-5533

Anne Arudel County

Dorothy McGuinness
Executive Director & President
Business and Workforce Development Center of Anne Arundel County
877 Baltimore Pike and Annapolis Blvd.
Suite 305
Severna Park, Maryland 21146
Ph. (410) 315-9680
Fax: (410) 315-8664

Carroll and Howard Counties

Kim Ryan, Acting Administrator
Maryland Employment and Training Center
9250 Rumsey Road
Columbia, Maryland 21045
Ph. (410) 313-4600
Fax: (410) 313-?383

Fredrick County

Maria Keegin, Director
Frederick County Job Training Agency
520 North Market Street
Frederick, Maryland 21701
Ph. (301) 694-1165
Fax: (301) 694-2906

Someset. Wicomico and Worchester Counties

Odetta Perdue, Executive Director
Lower Shore Private Industry Council
Box 99, 428 West Market Street
Snow Hill, Maryland 21863
Ph. (410) 632-3300
Fax: (410) 632-1466

Baltimore County

John Wasilisen, Director
Baltimore County Office of Employment and Training
One Investment Place, Suite 409
Towson, Maryland 21204
Ph. (410) 887-4357
Fax: (410) 837-5673

Baltimore city

Linda Harris, Director
Office of Employment Development
417 East Fayette Street Room 468
Baltimore, Maryland 21202
Ph. 410) 396-1910
Fax: (410) 752-6625

VIRGINIA

State Dislocated Worker Liaison

James Cooke, Chief
Dislocated Worker Unit
Virginia Employment Commission
Post Office Box 1358
703 Main Street
Richmond, Virginia 23211
Ph. (804) 786-4823
FaX: (804) 786-6091

Alexandria and Arlington Counties

Susan Eisner, Chief
Alexandria/Arlington
Job Training Consortium
Arlington Employment Center
2050 15th Street, Suite N 117
Arlington, Virginia 22201
Ph. (703) 358-4820
Fax: (703) 358-4454

Fairfax. Loudoun and Prince Williams
Counties

Suzanne Manzo, Director
Fairfax County
Department of Human Development
12011 Government Center Pkwy., Suite 200
Fairfax, Virginia 22035-1102
rh. (703) 324-7800
Fax: (703) 222-9487

WEST VIRGINIA

State JTPA Liaison

Andrew W. Richardson, Commissioner
Bureau of Employment Programs
112 California Avenue
Charleston, West Virginia 25305-0012
Ph. (304) 558-2630
Fax: (304) 558-2992

State JTPA Director

Quetta Muzzle, Director
Employment and JTPA Programs Division
Bureau of Employment Programs
112 California Avenue, Room 616
Charleston, West Virginia 25302
Ph. (304) 558-1138

Balance of State SDA Director

Paul R. Skaff, Jr.
Executive Director
West Virginia PIC
112 California Avenue, Room 221
Charleston, West Virginia 25305-0112
Ph. (304) 558-5920
Fax (304) 558-0675

Note: The Martinsburg, WV area is served by the West Virginia PIC.

Dislocated Worker Units

Alabama	(205) 242-5983
Alaska	(907) 269-4658
Arizona	(602) 542-2484
Arkansas	(501) 682-3137
California	(916) 654-9212
Colorado	(303) 758-5020
Connecticut	(203) 566-7550
Delaware	(302) 368-6913
District of Columbia	(202) 673-4434
Florida	(904) 488-9250
Georgia	(404) 656-6336
Hawaii	(808) 586-9067
Idaho	(208) 334-6303
Illinois	(217) 785-6006
Indiana	(317) 232-7461
Iowa	(515) 281-9013
Kansas	(913) 296-7876
Kentucky	(502) 564-5630
Louisiana	(504) 342-7664
Maine	(207) 287-3377
Maryland	(410) 767-2832
Massachusetts	(617) 727-8158
Michigan	(517) 335-0056
Minnesota	(612) 296-7918

Mississippi	(601) 949-2234
Missouri	(314) 751-7796
Montana	(406) 444-4500
Nebraska	(402) 471-9903
Nevada	(702) 687-4310
New Hampshire	(603) 228-9500
New Jersey	1-800-343-3919
New Mexico	(505) 827-6846
New York	(518) 457-3101
North Carolina	(919) 733-6383
North Dakota	(701) 328-2843
Ohio	(614) 466-3817
Oklahoma	(405) 557-7294
Oregon	(503) 373-1995
Pennsylvania	(717) 787-9282
Puerto Rico	(809) 754-5633
Rhode Island	(401) 277-3450
South Carolina	(803) 737-2601
South Dakota	(605) 773-5017
Tennessee	(615) 741-1031
Texas	(512) 936-0313
Utah	(801) 538-8757
Vermont	(802) 828-4177
Virginia	(804) 786-3037
Washington	(206) 438-4611

West Virginia (304) 558-1847
Wisconsin (608) 266-0745
Wyoming (307) 235-3601

US Dept of Labor, Office of Worker Retraining
(202) 219-5577
WASHINGTON, DC'S DISLOCATED WORKER PROGRAM

The Department of Employment Services offers an array of individually tailored services designed to assist the dislocated worker in re-entering the work force in the shortest period of time. All services are available in a self-contained "one-stop" operation located at the Department of Employment Services' Center at 1000 U Street, N.W., Suite 331. The center is conveniently located adjacent to the U Street/Cardozo Metrorail Station. The hours of operation are 8:00 a.m. to 4:30 p.m.

W H O I S E L I G I B L E

Workers whose loss of employment was caused by industry closings or mass layoffs; long-term unemployed persons who have limited opportunity for jobs in their field; and other self-employed individuals whose lack of employment is due to general economic conditions or natural disasters. Under certain circumstances, displaced homemakers may also qualify.

SERVICES PROVIDED

For the unemployed worker, the Department offers

TRAINING/RETRAINING

- Classroom, vocational or on-the-job training with a new employer
- Literacy and English for non-English speaking individuals
- Preparation for the GED exam (high school diploma)
- Entrepreneurial training

JOB PLACEMENT ASSISTANCE

- Staff in the Dislocated Worker Unit will develop individually tailored strategies and pursue job opportunities to match the skills of the worker with the needs of employers.

SUPPORT SERVICES

- Transportation assistance
- Resume preparation
- Counseling
- Stress management and financial planning workshops
- Child care assistance
- Monetary assistance, in the form of needs-related payments, is available to persons who have exhausted their unemployment benefits while in training. To qualify for the payments participants must be enrolled in training within 13 weeks of receiving unemployment benefit

SELF-HELP REEMPLOYMENT ASSISTANCE

- Job Search Workshops
- Job Clubs

For companies, Department staff will make on-site visits to your place of business once notified of workers facing lay off. On-site services include--

- Providing information and conducting registration for unemployment compensation
- Conducting group orientations for affected employees to explain the full range of services available.

For further information, contact: The Department of Employment Services, Dislocated Worker Unit, 1000 U Street, NW, Suite 331, Washington, DC 20009. Or call: 202-673-4435.

APPENDIX E

BENCHMARKS--BEST PRACTICES

In the hardcopy report, several complex tables were presented. This appendix lists the essential information found in those tables. This appendix lists the organizations which had the best practices, tells what was done, and gives a telephone contact. If the reader wishes a copy of the actual appendix as it appeared in the report, please contact the OPM Workforce Restructuring Office at 202-606-0960.

1. Alameda Naval Aviation Depot, Oakland, CA. Outplacement program was established to work with the 4,000 employees who were scheduled to depart as a result of the base closure. At the time this report was written, 2,000 people had transitioned out. Terry Hall is the contact person at 510-263-8907.
2. Philadelphia Naval Shipyard, Philadelphia, PA. Outplacement program was established to work with 7,000 employees who were scheduled to depart as a result of the base closure. It has been extremely successful. The shipyard is scheduled to cease operations in September 1995. Cindy Anderson is the contact person at 215-897-6058.
3. Postal Service. Career transition services were established at 13 centers, 3 in Washington, DC. Retirees were hired to provide workshops; a major outplacement firm was hired to set up the program and to oversee it. Stephan Leavey is the contact person at 202-268-3643.
4. Smithsonian, Washington, DC. This agency decided to use other Federal agencies resources rather than developing its own transition center. It also used a major transition firm to manage the program. Noel McCamon is the contact person at 202-287-2450.
5. State Department, Washington, DC. This is a long operating, state-of-the-art transition center. It was started in 1984. It is for employees who are voluntarily retiring or being separated involuntarily other than for cause. The program is broken-out into three phases: retirement planning; job search, and skills bank/job lead register. Participation in the program is entirely voluntary on the part of the employee. Earl Ambre is the contact person at 703-235-4240.
6. General Accounting Office, Washington, DC. This program provides an off-the-shelf two-day workshop on career planning, followup career counseling, interactive approach to training, and job development. It developed this program for both its central office and its field network. A private consultant was used to help plan the program. The contact person is Christine Smith at 202-512-2602.
7. Voice of America. This program was established to help 150 engineers find other employment. It provides for advance notice, proactive planning and participation, training, job development, flexible outplacement services, and a career center. A private consultant was used to help plan the program. The contact person is Kathy Kelly at 202-619-7544.

8. Tennessee Valley Authority. This also is a state-of-the-art program. It is staffed to set-up program or to provide more limited services to other Federal agencies. The contacts are: Internal Placement--Vickie Felkley at 615-632-8935; Outplacement Program Transition Centers--Diane Steffy at 1-800-252-4383; and, Training and Retraining Programs--Jeri Lord at 615-632-2375.

9. Bell Atlantic. This program is for employees after they have been terminated from the company. A major outplacement firm has found temporary employment for most employees who have not been successful in finding permanent employment. The contact person is Rosemary McCarthy at 703-974-1474.

10. McCormick Spice. This firm has established a transition center, job search workshop, and extensive career counseling. The contact person is Bruce Calvert at 410-527-8172.

11. General Electric. This firm established a model that its various component locations can follow. It is an extensive model that uses advance notice of separation, communication, family counseling, customized training, assessment and career counseling, job development, venture capital fund, entrepreneur training, on-the-job training, and a career center. It has also established outcomes measures to assess the program's success. The contact person is Cecelia Evans at 703-960-7000.

APPENDIX F

The Workforce Restructuring Office of the U.S. Office of Personnel Management developed cost estimates to determine if it was more costly to separate an employee through reduction in force, or to assist that employee in transitioning to another job or career. The RIF cost estimates are taken from the General Accounting Office Study report, "Reduction in Force Can Sometimes be More Costly to Agencies than Attrition and Furlough," GAO/PEMD-85-6, dated July 24, 1985. These figures have been adjusted for inflation and changes in RIF procedures. The outplacement costs were developed after consideration of the various elements of outplacement, such as workshops, career counseling, job search, etc.

What follows is a one page summary of RIF costs versus the costs of outplacement; a detailed cost benefit analysis of those costs; and summaries of the costs of placing the employee in another agency, or in the private sector, before and after a RIF separation; finally, a summary of costs to the agency for a typical GS-11 who retires with a buyout. As you can see, in every instance, the costs of outplacement is far less than the cost of separating that employee through RIF.

COSTS OF REDUCTION IN FORCE VS. COSTS OF OUTPLACEMENT

RIF COSTS

● PERSONNEL PROCESSING	\$ 4,100
● APPEALS	\$ 2,400
● GRADE AND PAY RETENTION	\$16,800
● SEVERANCE PAY	\$ 7,300
● UNEMPLOYMENT	\$ 1,700
● ANNUAL LEAVE PAYMENT	\$ 4,000
TOTAL	\$36,300

OUTPLACEMENT COSTS - PLACEMENT IN PRIVATE SECTOR

● CAREER TRANSITION WORKSHOPS (multiple, e.g. Retirement Planning; Change Awareness, Interviewing Techniques, etc.)	\$ 1,000
● EMPLOYEE'S SALARY WHILE ATTENDING WORKSHOPS	\$ 1,600
● CAREER TRANSITION COUNSELORS	\$ 2,400
● EMPLOYEE'S SALARY FOR 40 HOURS OF COUNSELING	\$ 1,600
● CAREER CENTER SERVICES	\$ 1,056
● JOB SEARCH	\$ 2,400
● PERSONNEL PROCESSING	\$ 600
● LUMP SUM ANNUAL LEAVE PAYMENT	\$ 4,000
TOTAL	\$14,656

COST BENEFIT RATIO: 2.2:1

COSTS OF PLACEMENT IN ANOTHER AGENCY

Scenario: A GS-11 employee scheduled for RIF action is placed in another Federal Agency.

COSTS OF PLACEMENT BEFORE RIF NOTICE:

● CAREER TRANSITION WORKSHOPS (multiple, e.g., Retirement Planning; Change Awareness, Interviewing Techniques, etc.)	\$ 1,000
● EMPLOYEE'S SALARY WHILE ATTENDING WORKSHOPS	\$ 1,600
● CAREER TRANSITION COUNSELORS	\$ 2,400
● EMPLOYEE'S SALARY FOR 40 HOURS OF COUNSELING	\$ 1,600
● CAREER CENTER SERVICES	\$ 1,056
● JOB SEARCH	\$ 2,400
● PERSONNEL PROCESSING	\$ 600
TOTAL:	\$10,656

COST BENEFIT RATIO: 3.4:1

COSTS WITH PLACEMENT AFTER RIF SEPARATION:

● OUTPLACEMENT SERVICES (shown above)	\$10,056
● GRADE AND PAY RETENTION (for other employees affected by bumping and retreating)	\$16,800
● PERSONNEL PROCESSING (includes cost of processing RIF action and transfer)	\$ 3,500
● APPEALS	\$ 2,400
● SEVERANCE PAY	\$ 7,300

● LUMP SUM ANNUAL LEAVE PAYMENT	\$ 4,000
● UNEMPLOYMENT	\$ 1,700
TOTAL	\$45,756

COSTS WITH PLACEMENT IN PRIVATE SECTOR

Scenario: A GS-11 employee scheduled for RIF action is hired by the private sector.

COSTS WITH PLACEMENT BEFORE RIF NOTICE:

● CAREER TRANSITION WORKSHOPS	\$ 1,000
● EMPLOYEE'S SALARY WHILE ATTENDING WORKSHOPS	\$ 1,600
● CAREER TRANSITION COUNSELORS	\$ 2,400
● EMPLOYEE'S SALARY FOR 40 HOURS OF COUNSELING	\$ 1,600
● CAREER CENTER SERVICES	\$ 1,056
● JOB SEARCH	\$ 2,400
● PERSONNEL PROCESSING	\$ 600
● LUMP SUM ANNUAL LEAVE	\$ 4,000
TOTAL:	\$14,656

COST BENEFIT RATIO: 2.2:1

COSTS WITH PLACEMENT AFTER RIF NOTICE BUT BEFORE SEPARATION:

● CAREER TRANSITION WORKSHOPS	\$ 1,000
● EMPLOYEE'S SALARY WHILE ATTENDING WORKSHOPS	\$ 1,600
● CAREER TRANSITION COUNSELORS	\$ 2,400
● EMPLOYEE'S SALARY FOR 40 HOURS OF COUNSELING	\$ 1,600
● CAREER CENTER SERVICES	\$ 1,056

● JOB SEARCH	\$ 2,400
● PERSONNEL PROCESSING	\$ 2,900
● LUMP SUM ANNUAL LEAVE	\$ 4,000
● SEVERANCE PAY	\$ 7,300

TOTAL: \$24,256

COST BENEFIT RATIO: 1.3:1

COSTS WITH PLACEMENT IN PRIVATE SECTOR AFTER RIF SEPARATION:

● OUTPLACEMENT SERVICES (shown above)	\$10,056
● GRADE AND PAY RETENTION (for other employees affected by bumping and retreating)	\$16,800
● PERSONNEL PROCESSING	\$ 3,500
● APPEALS	\$ 2,400
● SEVERANCE PAY	\$ 7,300
● LUMP SUM ANNUAL LEAVE	\$ 4,000
● UNEMPLOYMENT	\$ 1,700

TOTAL: \$45,756

AGENCY COSTS - RETIREMENT (W/OUT BUYOUT)

Scenario: A GS-11 scheduled for RIF action retires.

COSTS WITH PLACEMENT BEFORE RIF:

● CAREER TRANSITION WORKSHOPS	\$ 1,000
● EMPLOYEE'S SALARY WHILE ATTENDING WORKSHOPS	\$ 1,600
● CAREER TRANSITION COUNSELORS	\$ 2,400
● EMPLOYEE'S SALARY FOR 40 HOURS OF COUNSELING	\$ 1,600
● CAREER CENTER SERVICES	\$ 1,056
● JOB SEARCH	\$ 2,400
● PERSONNEL PROCESSING	\$ 1,000
● LUMP SUM ANNUAL LEAVE	\$ 4,000
TOTAL:	\$15,056

COST BENEFIT RATIO: 2.1:1

COST OF PLACEMENT AFTER RIF SEPARATION:

● OUTPLACEMENT SERVICES (shown above)	\$10,056
● LUMP SUM ANNUAL LEAVE	\$ 4,000
● PERSONNEL PROCESSING (includes cost of processing RIF action & retirement)	\$ 3,900
● APPEALS	\$ 2,400
● GRADE AND PAY RETENTION (for employees affected by bumping and retreating)	\$16,800
TOTAL	\$37,156

BUSINESS PROBLEM: What is the cost of separating one employee through reduction in force compared with assisting the employee with outplacement?

COST OF REDUCTION IN FORCE

Agencies spend an average of \$36,300 for each person separated by reduction in force (RIF):

Cost:

Personnel Processing:	\$ 4,100
Appeals:	\$ 2,400
Grade & Pay Retention	\$16,800
Severance Pay:	\$ 7,300
Unemployment:	\$ 1,700
Annual Leave Payment:	\$ 4,000
TOTAL RIF COST:	\$36,300

COST OF OUTPLACEMENT IN PRIVATE SECTOR

Agencies spend an average of \$14,656 per employee in assisting them with outplacement and career transition to the private sector.

Cost:

Career Transition Workshops

= \$1,000 (average cost per employee)

Employee's Salary while attending Workshops

= 40 hours @ \$40 per hour
= \$1,600

Career Transition Counselors

= 40 hours of counseling per employee @ \$60. per hour
= \$2,400

Employee's Salary for Counseling

= 40 hours of counseling @ \$40. per hour
= \$1,600

Career Center Services

= 1 Career Center Director for 3
months (22 days per month, 8 hrs
per day) @ \$60 per hour ÷ 30 employees
= 1 X 3 X 22 X 8 X \$60. ÷ 30
= \$1,056 per employee

Job Search

= 60 hours @ \$40. per hour
= \$2,400

Personnel Processing

= \$ 600.

Lump Sum Annual Leave Payment

= \$4,000

TOTAL: \$14,656

COST BENEFIT

Cost of separating 1 employee through RIF:

= \$36,300

Cost of outplacing 1 employee to the private sector:

= \$14,656

IMPROVEMENT BENEFIT

= \$36,300 (RIF costs)
= \$ 4,000 (No RIF costs if outplaced - annual leave)
= \$32,300

COST BENEFIT RATIO

= \$32,300:14,656
= 2.2:1

**These guidelines were produced by:
Organization and Employee Development Division
ASPER, Office of the Secretary
December 1994
Revised August 1995**

TABLE OF CONTENTS

	<i>Page</i>
List of Tables	iii
Introduction	1
Primary Goals of These Guidelines	1
What Is Career Management?	1
Career Management and HRD Specialists	3
Career Management Services	3
Other Uses for These Guidelines	4
How These Guidelines Are Organized	4
Overview of CMS	6
Overcoming Concerns About CMS	6
Designs for CMS	8
One-Stop Service	8
Coordinated Services	8
A Blend	9
Small-Start	9
CMS Components	9
Entry	10
Assessment	10
Career Counseling	11
Career Workshops and Seminars	12
Resource Center	13
Initial Planning	15
Planning Issues	15
Identifying Principles, Goals, and Objectives of CMS	18
Conducting a Needs Assessment	19
Getting Management Support	20
Coordinating Policies and Functions	20
Deciding Where To Physically Locate CMS	22
Estimating Development and Maintenance Costs	22
Identifying Ways To Pay for CMS	24
Dealing With Logistics	26
Logistical Issues	26
Who Uses CMS?	26
Reaching Employees	27
Physical Space	28

TABLE OF CONTENTS (Continued)

	<i>Page</i>
Dealing With Logistics (Continued)	
Confidentiality	31
Staffing	31
Hours of Operation	34
Development	35
Development Issues	35
Marketing	35
Pilot Testing	37
Operating CMS	39
Continuously Improving	40
Appendices	
Appendix A: Samples	42
Appendix B: Forms	60
Acknowledgments	77

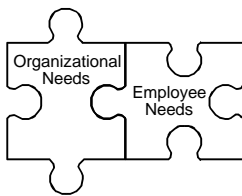
LIST OF TABLES

	<i>Page</i>
Table 1. Common Organizational Concerns About CMS	7
Table 2. Examples of Resource Center Services	14
Table 3. Sample Objectives	19
Table 4. Identifying Groups/Individuals and Issues to Discuss	21
Table 5. Cost Categories for CMS	23
Table 6. Methods of Assessing Interagency Contributions	25

Primary Goals of These Guidelines

The primary goals of these guidelines are to encourage Department of Health and Human Services (HHS) organizations to establish Career Management Services and to offer some ideas about their design and development.

What Is Career Management?



In HHS, CAREER MANAGEMENT is the matching of the organization's human resource needs with the career goals of individual employees.

The term "Career Management" has specific meaning in these guidelines. For employees, "career" means going beyond short-term development to a long-term plan, while "management" means taking responsibility for one's own career. While the organization has a stake in successful employee career development, ultimately the employees themselves are responsible for following through on career goals and plans.

The term "career management" encompasses more than moving up in the organization, an option which may not be desired or available. For example, career management includes moving laterally within the same career or to a different career.

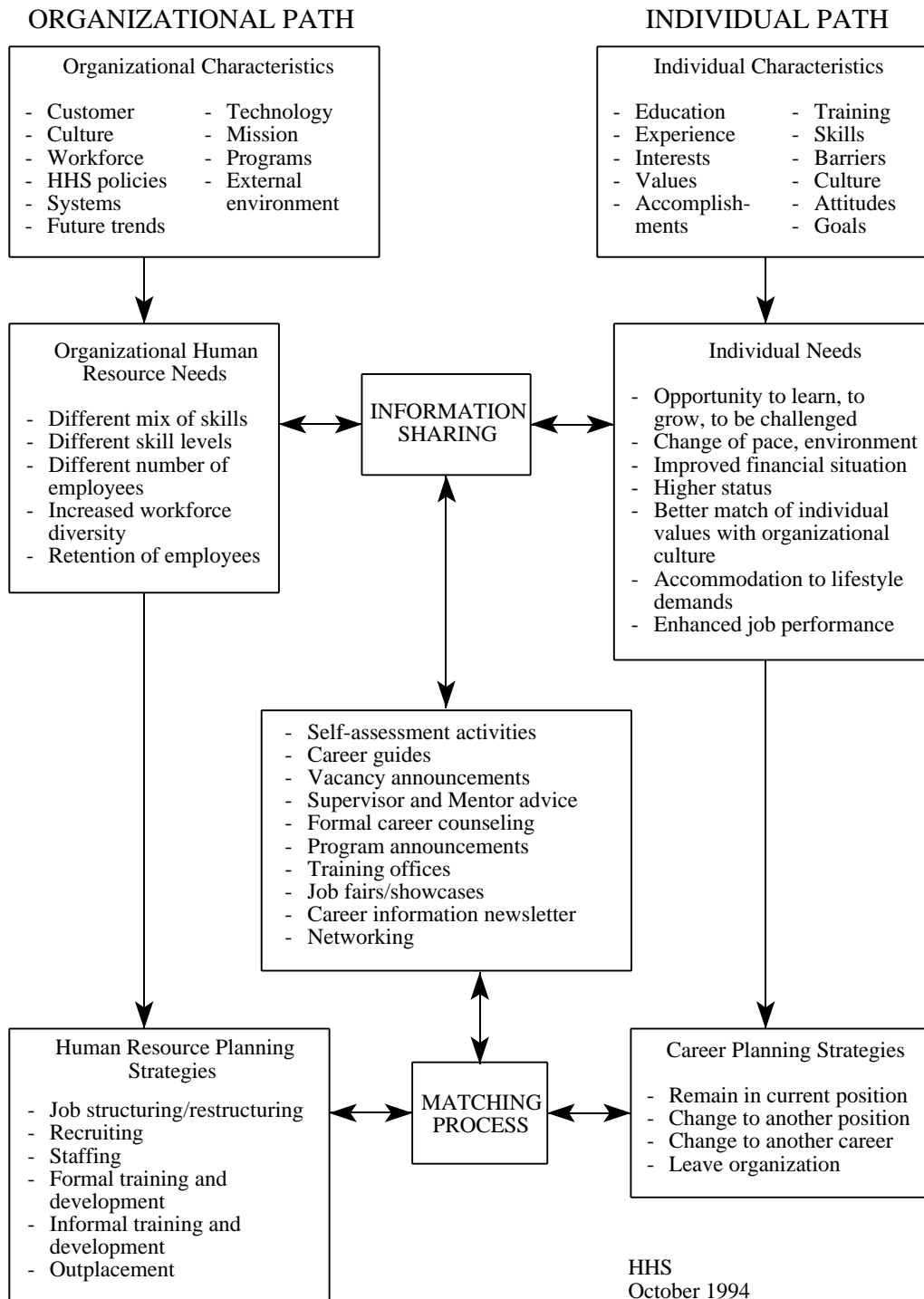
The organization also has a stake in career management in order to meet its human resource requirements, both now and in the future. The organization has to ask the following questions:

- b Can current employees take on new jobs or find new ways to accomplish current tasks?
- b Can employees be trained for jobs they have not done before?
- b What else, besides training, may be needed to support an individual or an organization in times of change?

The interaction between organizational and employee interests is shown in the HHS Career Management Framework on the next page. (Framework concept from Schein, E.H. Career Dynamics: Matching Individual and Organizational Needs. Reading, MA: Addison-Wesley, 1978.)

INTRODUCTION (Continued)

HHS Career Management Framework



Career Management and HRD Specialists

In the career management process, HUMAN RESOURCE DEVELOPMENT SPECIALISTS can serve as bridges between organizational and employee needs. One way of doing that is to work with management as the organization's strategic plans are developed to determine the implications for human resource development. Consider these questions:

- þ What are the upcoming changes in programs?
- þ How many employees with what kinds of skills are needed?
- þ What is the current human resource picture?
- þ How can Human Resource Development support management needs while still considering employee needs as well?

Career Management Services



CAREER MANAGEMENT SERVICES (CMS) are those tasks which assist both the employee and the organization in meeting their work-related needs. These efforts have also been called skill clinics, skill centers, and career development centers, to name a few.

Career Management Services may include:

- þ Entry, the first point of contact for a CMS user.
- þ Assessment of employee skills, interests, and career goals.
- þ Career counseling.
- þ Workshops and seminars related to career management (e.g., a workshop on writing resumes).
- þ A resource center that has information for both the organization and the employee.

These components will be described in more detail later.

INTRODUCTION (Continued)

Other Uses for These Guidelines

These guidelines can also be used to:

- p Market Career Management Services to management.
- p Instruct about CMS in a training program, along with other training materials.
- p Compare what already exists in the organization and see what could be changed to make those career-related services more effective.
- p Bring together different offices to collaborate in providing services.
- p Stimulate discussion about any level of the organization's values and accomplishments regarding career management.

How These Guidelines Are Organized

The guidelines for designing and developing CMS are divided into six sections. The section titles are at the top of the page. The topics within each section are set off to the left.

<i>SECTION TITLE HERE</i>	
Section	_____
Topics Placed	_____
Here	_____

At the beginning of each section is a brief synopsis of the content covered in that section.

p <i>This is a sample section synopsis.</i>

**How These
Guidelines Are
Organized
(Continued)**

Samples of completed forms and blank forms are in the Appendices.

FINANCING METHODS		POSSIBLE USES
Intraagency Sources		
Interagency Contributions	Per Capita	
	Frequency of Use	

The next section explains the designs and components for Career Management Services.

p This section provides advice for overcoming management concerns about CMS, the different ways CMS can be designed, and the types of services CMS can include.

Overcoming Concerns About CMS

Management may be ambivalent, or negative, about supporting Career Management Services in the organization. Allaying management concerns is not only an important first step but also a marketing opportunity. Table 1 shows some common concerns which management may voice, along with possible responses.

OVERVIEW OF CMS (Continued)

TABLE 1
COMMON ORGANIZATIONAL CONCERNS ABOUT CMS

CONCERNS	RESPONSES
Career development or career management is "nice to have," but it is not nearly as essential as training our employees for immediate work requirements.	Career management helps the organization implement its strategic plans by preparing employees for the work of the future.
Why should our organization be responsible for helping employees find jobs?	Career services help individuals identify work which would be satisfying to them. A good match between employee and organization needs will pay off for both.
We cannot spare the resources to run CMS.	We already have some of the resources (e.g., seminars, course catalogs, and career books).
	Some employees may want to find work elsewhere. CMS can help employees do so, thus streamlining the organization.
	We can hire a part-time career counselor or a contractor, for a few hours a week.
	We can probably find attractive surplus furniture for the center.
If resources are already around to help employees with their careers, why develop another organization?	The <u>organization</u> can use CMS as a single repository of information about its human resource needs. This information is particularly important when organizations flatten, career paths are scarcer, and the nature of jobs changes. CMS will work with other career-related offices, avoiding duplication of services.
	It is difficult for <u>employees</u> to keep track of career-related resources and activities in organizations. CMS offers a single point of contact for these activities.

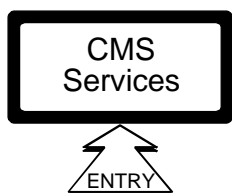
OVERVIEW OF CMS (Continued)

Designs for CMS

CMS is designed and set up based on the needs and resources of the organization. These guidelines describe four possible CMS designs, incorporating different organizational and geographic factors:

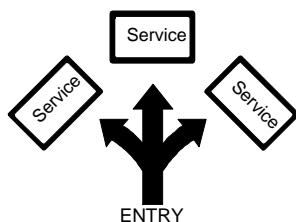
- þ One-Stop Service
- þ Coordinated Services
- þ A Blend
- þ Small-Start

One-Stop Service



ONE-STOP SERVICE offers, for example, skills banks (lists of employee skills), career counseling, and job vacancy lists in one physical location. Employees can use all the basic services without being referred elsewhere. CMS may have its own office or be located within another office (e.g., the human resource development office, or the human resource office).

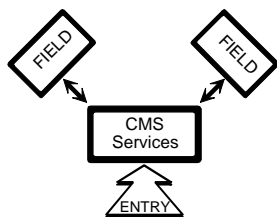
Coordinated Services



COORDINATED SERVICES are scattered geographically throughout the organization. A CMS entry point coordinates how employees access the various services. Employees may go in person to a CMS office, or they may access CMS via mail, electronic mail, facsimile, telephone, or other telecommunications systems. This design allows employees who are not located near CMS to use the services.

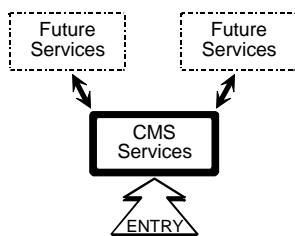
OVERVIEW OF CMS (Continued)

A Blend



A BLEND is a CMS which also gives field personnel access to the services. For example, if a counseling service is available at only one location, the organization could arrange telephone counseling sessions for those not at that site. Employees in the field could borrow materials (such as books and catalogs) from the central location.

Small-Start



In a SMALL-START design, only one or two services may be offered. There is the option to add others as needs change and more resources become available. In a small-start CMS, employees may access services through either a one-stop or coordinated design. With coordinated access, for example, the entry process might refer the employee to the human resource development office for computerized self-instructional programs and to the personnel office for job vacancy lists.

A successful small-start CMS may justify the addition of other services.

CMS Components

Whatever the design, CMS generally has these five components:

- p Entry
- p Assessment
- p Career Counseling
- p Career Workshops and Seminars
- p Resource Center

Each component is discussed on the following pages. Although these guidelines describe the services possible within each component, keep in mind that CMS may be staffed by one employee providing these services part-time.

OVERVIEW OF CMS (Continued)

Entry



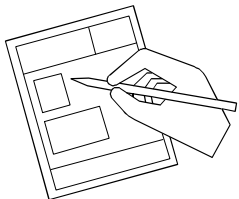
The Career Management entry process brings the employee into contact with desired services. As this is the first contact employees will have with CMS, it is essential to make the employee feel welcome. This is especially important if the service is not provided face-to-face.

Employees may enter CMS in person as a walk-in, or by remote methods, such as telephone, mail, electronic mail, or facsimile machine.

Entry activities include:

- þ Providing written information on CMS, including hours of availability.
- þ Doing a preliminary identification of employee needs by discussing their interest in using CMS.
- þ Referring employees to components of CMS that may meet their needs.
- þ Asking how employees heard about CMS and what prompted them to come. (A form should be used to collect information for marketing, evaluation, and management justification purposes.)
- þ Providing the organization with information from an employees' skills bank, perhaps to help find staff for special projects. (A skills bank is a data base that enables the organization to find employees with skills and interests needed for particular jobs.)

Assessment



The second component of CMS is assessment. This process measures employee skills, interests, values, and personal styles. The results can help employees make decisions about their careers. For example, employees may want to see how well their skills and interests can be applied to different types of jobs, or what they can do in their current jobs to enhance their satisfaction.

OVERVIEW OF CMS (Continued)

Assessment (Continued)

Assessment services vary, depending upon the types of work within an organization and its resources. Assessment methods include:

- þ Paper and pencil assessments
- þ Computerized software programs
- þ Individual counseling sessions
- þ Simulations

Many of the assessments are self-administered. This generally works best if a counselor assists the employee with interpreting results and suggesting the next steps.

Career Counseling



Career counseling, the third component of CMS, provides employees with the information and guidance they need to make career decisions.

Career counseling services include:

- þ Helping employees explore ways to address career-related issues.
- þ Administering assessment instruments and interpreting the assessment results.
- þ Providing employees with information about the organization's future directions and helping them to match their interests and abilities to those directions.
- þ Guiding employees to internal and external resources (e.g., the Employee Assistance Program (EAP) or college admissions offices).

OVERVIEW OF CMS (Continued)

Career Workshops and Seminars



Career workshops and seminars are the fourth component of CMS. This component covers various work-related topics, everything from how to complete a resume, to the services of local colleges, to retirement issues.

There are many different formats for workshops and seminars. For example, a lunchtime seminar (e.g., "brown bag," "lunch and learn") is often used so that employees do not have to take leave to attend programs during working hours.

Workshops and seminars may be co-sponsored with other HHS offices or with organizations outside of HHS. Potential co-sponsors include:

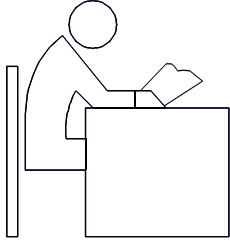
- þ The Human Resource Development Office
- þ The Human Resources Office
- þ Employee Assistance Program (EAP) office
- þ Unions
- þ Other Government agencies
- þ Local community agencies
- þ Local individual experts

Seminars and workshops can be delivered a number of ways; some examples include:

- þ Onsite at CMS or another central site
- þ At the site of the office requesting a workshop or seminar
- þ By teleconference
- þ By correspondence
- þ Through computer-assisted instruction

OVERVIEW OF CMS (Continued)

Resource Center



The resource center is the fifth component of CMS. Resource centers have a variety of career-related materials (e.g., information on training and educational resources, job vacancies, and books and magazines on managing careers). These materials may be used onsite or loaned to employees.

The contents of the resource center will vary, depending on the organization's and employees' needs and the availability of organizational information. An effort should be made to find such free materials as course catalogs and Government publications. Table 2 lists types of resources.

OVERVIEW OF CMS (Continued)

TABLE 2
EXAMPLES OF RESOURCE CENTER SERVICES

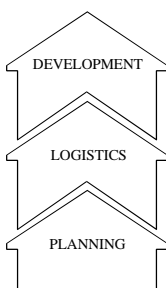
TYPES OF RESOURCES	EXAMPLES
Job announcement information	<ul style="list-style-type: none"> þ HHS, components þ Federal govt.
Job descriptions	<ul style="list-style-type: none"> þ Qualifications standards þ Occupational Outlook Handbook (job educational requirements, earnings, contacts); Dictionary of Occupational Titles*
Projected organization workforce needs	<ul style="list-style-type: none"> þ Organization's strategic plans þ Organization's human resource plans
Course catalogs	<ul style="list-style-type: none"> þ Adult continuing education programs
Training catalogs	<ul style="list-style-type: none"> þ HHS components þ General Services Administration
Books	<ul style="list-style-type: none"> þ <u>What Color Is Your Parachute?</u> (R.N. Bolles) þ <u>Please Understand Me</u> (D. Keirsey & M. Bates) (Myers/Briggs-related) þ <u>If you don't know where you're going, you'll probably end up somewhere else</u> (D. Campbell)
Tapes (audio and video)	<ul style="list-style-type: none"> þ Interview techniques þ Resume writing þ Job search strategies þ Career planning strategies þ Managing change strategies
Other career information resources	<ul style="list-style-type: none"> þ Lists of job placement centers þ Newsletters þ Networking opportunities þ Lists of employees willing to be mentors þ Lists of human resource offices
Software programs	<ul style="list-style-type: none"> þ Self-assessment and career planning þ Self-paced learning
Competencies, skills, and interest matching - individual and organization	<ul style="list-style-type: none"> þ Skills bank (data base of employee competencies, skills, interests)

**NOTE: Dept. of Labor, Employment and Training Administration, Wash., DC, 20210.*

Revised 8/95

p This section explains the three phases needed to establish CMS and describes the seven major tasks involved in planning for CMS.

Phases to Establish CMS

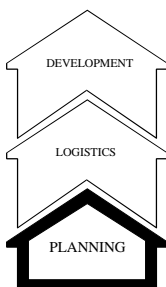


The previous section described CMS designs and components, how CMS is set up, and the types of services it may offer. This section examines how to establish Career Management Services. There are three phases in establishing CMS:

- p Initial planning
- p Dealing with logistics
- p Developing CMS

The following pages describe each phase separately.

Planning Issues



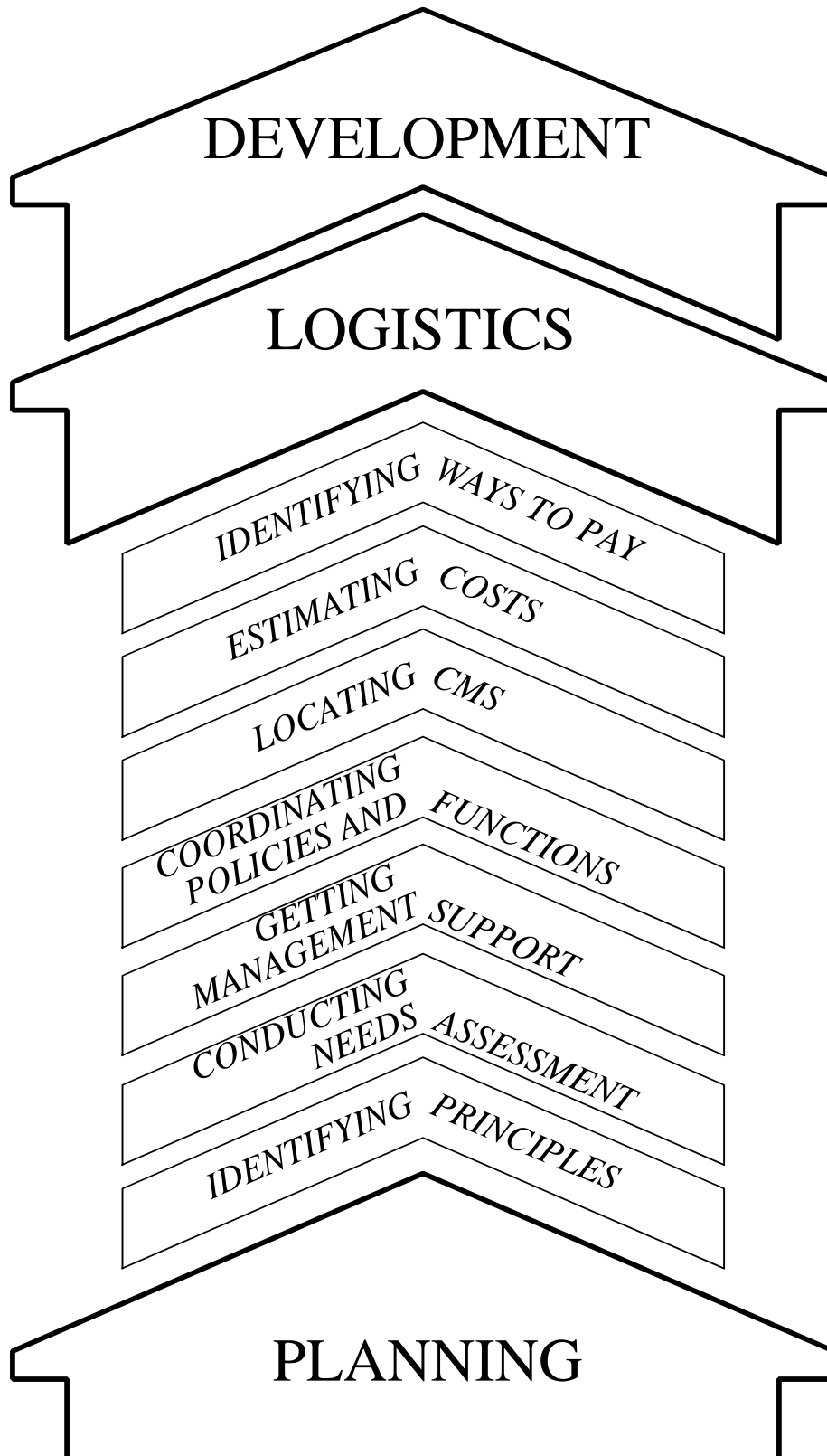
There are a number of issues involved in planning for CMS:

- p **Identifying principles, goals, and objectives of CMS** and deciding what services would be possible and appropriate for the organization to offer.
- p **Conducting a needs assessment** of employees on their preferences for CMS hours of operation, etc., in the context of the services which would be offered.
- p **Getting management support** for the overall design.

**Planning
Issues (Continued)**

- þ **Coordinating** related policies and functions in the agency.
- þ Deciding where to physically **locate CMS**.
- þ **Estimating costs** of development and maintenance.
- þ **Identifying ways to pay** for CMS.

The graphic on the next page shows how these tasks fit into the phases of establishing CMS.



Identifying Principles, Goals, and Objectives of CMS



The organization's **principles** regarding a CMS might include:

- þ Management supports CMS as an investment in both the organization's and the employee's performance and well-being.
- þ CMS is open to all employees, whatever the person's seniority or level of authority.
- þ Conditions of confidentiality are clear and are followed.
- þ Those coordinating CMS are active participants in the organization's strategic planning process.
- þ CMS makes maximum use of resources outside CMS, to enrich the services offered and to avoid duplication.

A **goal** is a desired result arrived at within a stated amount of time. For example, an organization might identify its CMS goals as:

- þ Within two months of opening, all local area employees will have information on CMS.
- þ Over a four month period, employees will find at least one CMS staff available during all open hours; or will see a sign posted indicating when the staff will return, and the staff will return when indicated.

Objectives define specific outcomes for the target audiences and how those outcomes will be measured. Sample objectives for CMS are shown in Table 3.

Goals and objectives are defined after a needs assessment, which indicates which specific CMS features employees prefer (within the CMS design and structure which management supports).

INITIAL PLANNING (Continued)

TABLE 3
SAMPLE OBJECTIVES

TARGET AUDIENCE	EXPECTED OUTCOME	MEASUREMENT
Area employees	Within 3 months of CMS's being open, at least 50% of area employees are able to describe at least one service CMS offers	Outcome will be measured through interviews of a random sample of area employees
Users of CMS	For the first 4 months of CMS's being open, 90% of users surveyed are satisfied with staff coverage of CMS	Outcome will be measured through a written survey of users given at the end of users' visits to CMS

See **Sample #1** in Appendix A for a completed worksheet on developing CMS principles, goals, and objectives. See **Form #1** in Appendix B for a blank copy of this worksheet for your use.

Conducting a Needs Assessment



Discussions with management may result in an agreement, for instance, for CMS to be a small-start design with the 3 services of entry, career counseling, and resource center. The needs assessment should describe to employees this proposed CMS structure, which reflects what management will in fact support.

Conducting a needs assessment helps answer such questions as:

- p For what purposes would employees use CMS?
- p Which proposed services have the highest level of interest?
- p Should CMS be located in full view to attract users or out of sight for privacy?
- p How should confidentiality be handled?
- p What kinds of resources do employees want?
- p What hours of operation should CMS have?

Conducting a Needs

The results of the needs assessment will help define the initial scope of CMS. See **Sample #1A** in Appendix A for a completed

INITIAL PLANNING (Continued)

Assessment (Continued)

needs assessment interview. See **Form #1A** in Appendix B for a blank copy of the interview protocol.

Getting Management Support



After the needs assessment results are in, and the overall CMS design completed, obtaining broad management support for CMS is needed for success, and can take various forms, such as:

- þ Showing how the results of the needs assessment shapes the design and development of CMS
- þ Showing how the particular design will meet individual and organizational needs
- þ Showing the value of up-to-date technology in enhancing CMS effectiveness
- þ Assuring that CMS will not duplicate other services
- þ Showing how CMS contributes to the organization's strategic planning process by supporting anticipated human resource needs
- þ Describing how CMS will be evaluated.

Coordinating Policies and Functions



The next step involved in planning for CMS is to coordinate policies and functions within the organization that, in one way or another, relate to CMS. This coordination takes place with the appropriate individuals and groups both inside and outside of the organization.

Table 4 identifies some of the groups and individuals involved and some of the issues to discuss.

Sample #2 in Appendix A shows a completed worksheet for identifying groups and individuals involved and issues to discuss. In addition, see **Form #2** in Appendix B for a blank worksheet that can be used to identify issues.

INITIAL PLANNING (Continued)

TABLE 4
IDENTIFYING GROUPS/INDIVIDUALS AND ISSUES TO DISCUSS

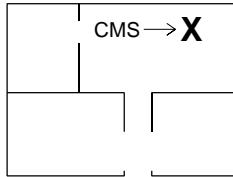
GROUPS/INDIVIDUALS WITH WHOM TO COORDINATE	ISSUES TO DISCUSS
Partnership of Labor and Management	<ul style="list-style-type: none"> þ Which hours of the day CMS would be available to employees - during work, outside work, both þ The expectations by management of CMS's contributions and impact þ Confidentiality of CMS information þ The ways by which CMS will support employees þ The roles of the union(s) in establishing, evaluating, and making changes in CMS þ How to encourage employees to use CMS
Employee Assistance Programs (EAPs) Wellness Functions	<ul style="list-style-type: none"> þ Jointly offering seminars such as stress management þ When to refer a client to the other office þ Exchanging information
Organizational Development Functions	<ul style="list-style-type: none"> þ Exchanging information þ Identifying areas of mutual support
Human Resources Functions	<ul style="list-style-type: none"> þ Where to place job announcements þ Including information about CMS in new employee orientation þ Special issues such as accommodation for persons with disabilities
Human Resource Development Functions	<ul style="list-style-type: none"> þ Physical location of CMS þ Jointly offering seminars þ Exchanging information þ Sharing resources such as training or course catalogs
Administrative Offices	<ul style="list-style-type: none"> þ Space available þ Furniture þ Equipment þ Funding mechanisms
Strategic Planning Staff	Information available to share with employees about future directions of the organization and its human resource needs.

Deciding

The physical location of CMS depends on several factors, including:

INITIAL PLANNING (Continued)

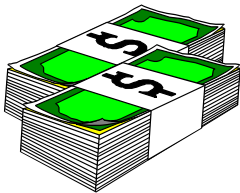
Where To Physically Locate CMS



- þ The organization's support for CMS
- þ The sources of CMS staff, facilities, and other resources
- þ Where the CMS is placed organizationally
- þ Decisions about the visibility of CMS
- þ The extent to which a location can accommodate the CMS design, and accommodate those with disabilities

CMS may be located in one of several places, including the Human Resource Development office, the Human Resources office, or the EAP office. Also, "location" may refer to only the entry component of CMS.

Estimating Development and Maintenance Costs



The cost of developing and maintaining CMS will vary depending on the types of services offered and the resources available. Table 5 defines different cost categories to be considered.

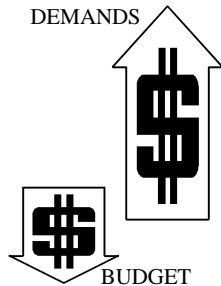
Also, see **Sample #3** in Appendix A for a completed worksheet of estimated development and maintenance costs. See **Form #3** in Appendix B for a blank copy of this worksheet for your own use.

INITIAL PLANNING (Continued)

**TABLE 5
COST CATEGORIES FOR CMS**

EXAMPLES OF COST CATEGORIES TO CONSIDER	DEFINITION
Staff salaries	Staff may be full-time or part-time.
Facilities	Space is needed for books and other printed material, computer equipment, audiovisual equipment, counseling (in private), and quiet work. Space outside the physical location of CMS could be used.
Major equipment	Equipment includes computers, photocopy and fax machines, audiovisual equipment, and telephones. Equipment to accommodate those with disabilities must also be included.
Resources	CMS resources include software programs (e.g., assessment programs), books, catalogs, and audio and video tapes. Materials to accommodate those with disabilities are included in this category. Some items such as catalogs need to be updated regularly.
Other costs	Equipment service contracts; contract staff for career counseling services.

Identifying Ways To Pay for CMS



If budgets are going down and demands on personnel are going up, then financing CMS may require some creative problem solving. For instance, CMS may be developed alone or in cooperation with other components of HHS or other Federal agencies.

Two financing methods are:

- þ Intra-agency Sources
- þ Interagency Contributions

Each one of these methods is discussed below.

Intra-agency Sources

Existing agency budgets may include line items for such things as equipment and furniture. In addition, employees working part-time at CMS may be able to have a portion of their salary covered by another funding source. For example, if someone works part-time in the HRD office and part-time at CMS (separate from the HRD office), a shared funding plan could be arranged.

Interagency Contributions

Multiple OPDIVs or PHS agencies can pursue a joint venture in developing CMS. Joint venturing is useful when each partner has a limited number of employees in the same field location.

Another possibility is a multiple-agency consortium. For example, in regional offices, the agencies in a Federal office building could establish one CMS that served all employees.

Table 6 defines different ways to assess each organization's financial contribution.

INITIAL PLANNING (Continued)

TABLE 6
METHODS OF ASSESSING INTERAGENCY CONTRIBUTIONS

METHOD	DEFINITION
Per Capita	Each organization makes a contribution to CMS based on the number of people it employs.
Frequency of Use	Contributions are based on either the number of employees using the service or the number of visits to the service.
Use Per Service	For the more costly services (e.g., career counseling) an organization pays a set fee each time one of its employees uses that service. Maintaining confidentiality may be difficult using this method.

NOTE: Remember that these different methods may be combined. For example, HHS organizations may make an annual contribution to CMS on a per capita basis and pay a fee for specific services that are used. Or, CMS may be partially funded centrally (by intra-agency sources), supplemented by a per-user fee. See **Sample #4** in Appendix A for a completed worksheet on financing methods and the issues involved. In Appendix B, **Form #4** is a blank worksheet for your own use.

p This section describes the LOGISTICAL ISSUES involved in setting up CMS. The question, "How is it going to work?" is covered here.

Logistical Issues



When dealing with logistical issues, consider the following:

- p The Users of CMS
- p Reaching Employees
- p Physical Space
- p Confidentiality
- p Staffing
- p Hours of Operation

These guidelines examine each issue separately. See **Sample #5** in Appendix A for a completed checklist of logistical issues. **Form #5** in Appendix B is a blank form of that checklist for your use.

Who Uses CMS?

In all marketing efforts, there needs to be a clear statement of policy that only Federal employees (and not families) are eligible to use CMS. The organization also needs to state whom CMS will serve. Will CMS be available to all of HHS? To only the component sponsoring CMS? To employees of other Departments?

DEALING WITH LOGISTICS (Continued)

Reaching Employees



CMS should be located where it can reach the greatest number of employees. Ideally, it should be placed in the same building as the employees or somewhere nearby.

Sometimes, the best location comes with less space. The decision must be made whether it is more important to be convenient to many employees or to have more space. Both choices have consequences. With less space, services may be affected. With a less convenient location, other ways have to be determined for employees to access the services.

Options for reaching dispersed populations include:

- þ Traveling Services
- þ Lending Procedures
- þ Alternate Communication Strategies

Traveling Services

CMS staff may be able to rotate to geographically scattered offices. Some services (e.g., workshops and seminars) would be onsite at the CMS physical location, unless there is a significant number of employees in one remote location. Other services, such as a career resource library, could be offered by a portable office similar to a bookmobile.

Lending Procedures

Sometimes, it is not convenient for employees to use CMS onsite. With a lending service (similar to checking out books in a library), employees, wherever they are located, can borrow materials and use them at a convenient place. Also borrowers may want to use resources at a time convenient to them. For example, some employees listen to audio tapes while commuting to and from work.

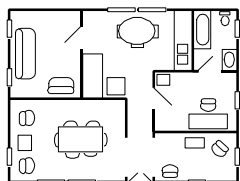
DEALING WITH LOGISTICS (Continued)

Alternate Communication Strategies

Other communication strategies can be used to provide information to off-site employees. These include:

- þ Computer access from the office or the home.
- þ Telephone services for career counseling or information about career management.
- þ Mail services that send brochures or flyers about career management.
- þ Facsimile services.

Physical Space



The second logistical issue is the amount of physical space available. As mentioned before, without enough space, fewer services may be offered or the services may be less effective. For example, career counseling, whether done face-to-face or over the phone, requires a quiet, confidential space. If that is not available, it may be better not to offer the service — or at least not in the same location as the other services.

On the other hand, CMS may be able to share space with other parts of the organization. For example, the human resource development office may have conference rooms that could be used for CMS workshops and seminars. The EAP may be able to provide an area on a part-time basis for career counseling.

Accessibility

The location of CMS, the space used, and the materials and equipment in the Center must be accessible to people with disabilities.

Be ready to provide alternative formats for materials (such as large-print books), interpreters, or other reasonable accommodations when customers request them.

A survey of the target population could find out their specific needs.

DEALING WITH LOGISTICS (Continued)

Layout

How will the CMS space be used? Think about the kinds of services that are going to be offered and their space requirements. These requirements include the amount of space allotted for each service as well as how the services are physically related to each other.

The RECEPTION AREA gives access to the services. This area provides employees with their first impressions of CMS, and it should welcome employees to a comfortable, quiet, attractive environment.

If there is a CAREER COUNSELING ROOM, it must be private, to maintain confidentiality. There are two views about the location of CMS. One is that it should be as visible and easily accessible as possible. The other is that employees want to enter CMS, or at least the counseling part, discreetly.

If there is a SELF-PACED LEARNING AND/OR ASSESSMENT LAB with computer stations, the sound from that area must be contained. An enclosed space may also be needed for watching and listening to tapes. Earphones could be used to contain sound. Remember that users of other services, particularly the RESOURCE LIBRARY, will need quiet so that they can concentrate.

A CONFERENCE/SEMINAR ROOM offers a place for activities such as workshops and brown-bag lunch seminars.

Secure areas are needed where audiovisual equipment, extra materials, records, and supplies are stored.

DEALING WITH LOGISTICS (Continued)

Furniture, Equipment, and Materials



A number of factors will affect the kind of furniture, equipment, and materials that are selected. Examples include:

- þ Structure of the CMS
- þ Specific audiences to be served
- þ Budget for CMS
- þ Staff availability and skills

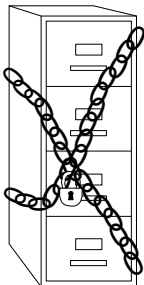
The kind of furniture needed goes hand-in-hand with the space requirements for the services. In general, employees will be attracted to a pleasant, comfortable, quiet environment. An attractive color scheme, plants, pictures, and comfortable furniture can enhance the surroundings.

Consider space-saving and functional designs when selecting storage and display furniture. For career counseling services, use locked filing cabinets to store employee records.

Equipment and materials can include copiers, computers (modems and peripherals), audiovisual equipment, books, audio/video tapes, and catalogs. Electrical and telephone lines also need to be available.

DEALING WITH LOGISTICS (Continued)

Confidentiality



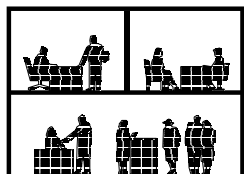
Providing confidentiality to the employees who use CMS is critical. Federal and State laws require that certain types of information obtained from employees at CMS remain confidential. One example is the information given to a career counselor.

Methods that can be used to maintain confidentiality include:

- p Making it solely the employee's choice, NOT CMS's, to authorize the release of any information.
- p Having the employee sign a release form before information is released.
- p Using locked filing cabinets to store all confidential information.
- p Maintaining employee assessment results, or other CMS work, on a floppy disk that always remains in the custody of the employee.

Employees want to know what information will be held in confidence, and how that confidentiality will be maintained. A marketing brochure could stress confidentiality policies. By being clear with employees about these policies, trust can be built into the CMS even before it opens.

Staffing



Another logistical issue is staffing. The design of CMS (One-Stop, Coordinated Services, A Blend, Small-Start), its services, and the resources available, determine how many staff members are needed and what skills they should have.

The available staff for CMS may be only one employee (with other duties).

The different kinds of staff are discussed on the following pages.

DEALING WITH LOGISTICS (Continued)

Entry Staff

Entry personnel need to make employees feel welcome, whether the employee is accessing the services face-to-face or by remote means. Making employees feel welcome is more of a challenge over the phone because employees and providers clearly don't have the advantage of nonverbal communication signals.

Entry staff must make clear to employees the CMS hours of operation, and, if they are temporarily unavailable, when they will return. They also need to be able to inquire about the employee's CMS needs in a supportive way.

Assessment Staff

Consider using contract staff for assessment. One advantage is that employees may trust a contractor more than another HHS employee to keep information confidential. Some employees may feel more comfortable dealing with someone outside of the organization.

Anyone administering certain assessment instruments, such as the Myers-Briggs Type Indicator, needs special training to be qualified.

Career Counseling Staff

Career counseling staff need to have formal counseling training and experience. Consider using a contractor for this position, which provides flexibility for the organization.

While employees may feel more comfortable with someone outside of HHS, an outsider may be perceived as not having enough knowledge of HHS to be helpful.

Counseling sessions require pre-scheduled, uninterrupted time. Walk-ins should be provided service as time permits in the counselor's schedule.

DEALING WITH LOGISTICS (Continued)

Staff for Career Workshops and Seminars

The staff needed will depend on:

- p The formats and topics of the workshops and seminars.
- p The availability of in-house expertise to conduct workshops and seminars.
- p The availability of external resources.

The staff should have good administrative skills and know how to find resources.

They should be able to advise workshop providers on the nature of the audience and their particular needs relative to the topic, as identified through ongoing needs assessment and feedback from CMS users.

Resource Center Staff

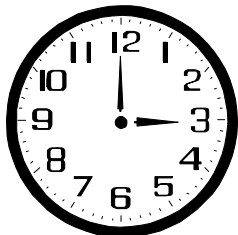
Above all, the resource center must be "user friendly." The staff should help employees find appropriate materials. The staff also needs the ability to help employees who do not know what resources would be useful. The staff may also want to provide a map or index which shows the location of different resources in the center.

Staff members need to be conscientious and resourceful in finding and updating resource materials. They should periodically assess whether to add or drop materials. The staff will need planned time for these activities.

Refer to **Sample #6** in Appendix A for a table showing staff qualifications for the different CMS staff functions. **Form #6** in Appendix B is a blank worksheet for your use.

DEALING WITH LOGISTICS (Continued)

Hours of Operation



Another logistical issue is determining the hours of operation for CMS. That decision will be based on factors such as:

- þ Employee Needs
- þ Management Support
- þ Staff Availability

Employee Needs

When do employees want to use CMS? For example, would they prefer to use CMS outside business hours or have a choice of business and non-business hours? Those questions can be answered through a needs assessment.

Management Support

Does management support employees' going to CMS during business hours, without taking leave? Do they support some combination of business and non-business hours? Or do they want employees to use CMS only outside of business hours? A needs assessment can also answer these questions.

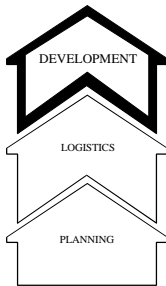
Staff Availability

When the CMS staff is available will naturally influence the hours of operation. For example, the CMS staff member who runs the resource center, or the contract career counselor, may be available only on certain days and for certain hours. The center should not be open without staff on hand.

While the hours and days of operation can change over time, set a firm schedule initially. This helps employees plan time to use CMS. A survey from time to time to reassess employees' needs would be useful to determine if changes in the schedule should be made.

p This section explains the DEVELOPMENT phase, or what needs to be done to get CMS up and running and the tasks involved in maintaining CMS.

Development Issues



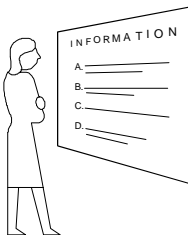
The last phase in establishing CMS is development. And it starts before the doors are even open for business.

There are four tasks involved in development:

- p Marketing
- p Pilot Testing
- p Operating CMS
- p Continuously Improving

Each task is discussed below.

Marketing



Promoting and selling the concept of CMS to management (as was discussed earlier) is one type of marketing. In this Development phase, marketing strategies need to inform **employees** (at all levels) of CMS's purpose and the specific services that are available, along with the benefits.

Management may see CMS as a service for employees other than themselves. Yet most individuals, at whatever organizational level, need to manage their careers at some point in their working lives, and probably more than once. Part of the marketing effort should be to encourage managers to support the program personally and in turn market it to their colleagues. Briefings for managers at different organizational levels and for union representatives - months before the scheduled opening of CMS - is needed to garner support.

DEVELOPMENT (Continued)

Marketing Methods

Marketing methods include:

- þ Before opening, have briefings for employees, describing CMS's value (varies by audience) and services; if possible, offer hands-on experience with CMS resources.
- þ Have an open house for the "grand opening," with tours, a chance to use computer software, and drawings for prizes. Put on periodic open houses to show new materials and orient new employees to CMS. In the open houses, include staff from related areas, such as the Employee Assistance Program and Human Resource Development function.
- þ Early on, offer an "enticement" to visit CMS, such as pre-packaged career management materials.
- þ Put up notices on building entrances, elevators, and cafeteria tables.
- þ Produce a regular or periodic CMS bulletin.
- þ Distribute desk-to-desk, electronically, and on bulletin boards, information on seminars and special events.
- þ Place articles in local organization newsletter.

When CMS serves employees who are scattered geographically, the following marketing methods could be used:

- þ Provide a brochure describing the services of CMS for those who are dispersed (including counseling if available by phone and confidentiality of records).
- þ Send articles, or make them available.
- þ Distribute (by mail, fax, electronic mail) sample resources lists and lists of new materials.
- þ Supply a telephone number for users to leave questions (can be used by those centrally located as well).

Marketing Tips

Marketing, if not done properly, will raise employee expectations

beyond what is realistic. They may think that using CMS guarantees a promotion or another job. It is important to emphasize in the marketing that CMS is a tool for employees. It helps them examine their own career goals and abilities, decide on the next steps, and take charge of managing their careers.

Marketing methods used should vary and change over time. Otherwise, the audience may stop focusing on the message because they've seen it in the same format so often. In other words, the marketing message has become part of the background scenery.

Pilot Testing



Pilot tests take place before CMS formally opens. With pilots, the users' experiences with the services and materials can be assessed, and ideas on improving the CMS obtained.

If a pilot test is to take place, as many of the key CMS ingredients as possible should be in place. For instance, if a career counselor will be part of CMS, then the pilot needs to include one, working the hours planned. If CMS will be featuring software for career assessments, then the facilities, equipment, and materials need to be present for the pilot.

The pilot test could recruit employees and managers (whole units) from different offices in the organization. These offices should vary in such characteristics as:

- p Nature of work
- p Grade levels
- p Geographical location

The pilot test must be long enough to measure patterns of use among the office employees. The actual length of the pilot test depends on the questions to be answered. Generally, pilot tests run from 3 to 6 months. This allows employees enough time to explore career interests and take follow-up actions.

DEVELOPMENT (Continued)

Pilot Testing (Continued)

Employees must be informed that they are taking part in a pilot, that they will be serving two roles. One role is going through CMS as a user. The second is stepping back and evaluating CMS characteristics.

Designing the Pilot Test

When designing the pilot test, decide what characteristics of CMS to measure. Ask pilot participants such questions as: What kinds of marketing efforts will have an impact in attracting users? What do you think of the CMS location; facilities; hours of operation; ease of use; quality of staff, equipment, and materials? What are the pilot employees' perceptions of CMS value? Look at how well the evaluation results match the needs and goals specified in the initial planning.

Methods of evaluation include:

- p A form which users fill out during the entry process. It asks how they found out about CMS and why they came (not relevant for the pilot test), and what their expectations are. See **Sample #7** in Appendix A.
- p A form which users fill out at the end of their visit. It asks them to evaluate such factors as the quality of materials, how easy it was to use CMS, and how much support the staff gave. Users are also asked to give suggestions for changes. See **Samples #8 and #9** in Appendix A for completed evaluation forms.

For the pilot, users evaluate the forms as well.

- p Discussions with some of the users, during and at the end of the pilot-test period.
- p Interviews with CMS staff. These discussions should be held even if the staff consists of one person working part-time. If contractors are used, they also should be interviewed.

DEVELOPMENT (Continued)

Designing the Pilot Test (Continued)

These methods may vary when evaluating geographically scattered CMS. For example, interviews can be done by phone, and forms can be mailed, faxed, or electronically mailed to users.

Forms #7, #8, and #9 in Appendix B show examples of blank forms that can be used. These forms could be automated.

Operating CMS



Once CMS opens for business, there are a number of ongoing tasks, including:

- p Maintaining the physical appearance of the area.
- p Maintaining equipment.
- p Keeping the resource center materials up-to-date, easily accessible, and attractively presented, with copies always on hand.
- p Securing confidential material.
- p Making sure employees know the location of CMS, its hours of operation, its ongoing activities, and how to obtain the services.
- p Analyzing evaluation data to determine if changes are needed.
- p Updating management regularly on CMS's impact and its activities.
- p Staying tuned in to the organization's short- and long-term planning activities, in order to spot changes with potential impact on CMS.
- p Ensuring that organizational information is up-to-date.
- p **MARKETING**, marketing, marketing. Regular and varied reminders of the services and characteristics of CMS, are essential to making Career Management Services viable.

Continuously Improving



How successful CMS is depends on how well it continues to meet the needs of the employees and the organization. Regular, ongoing evaluations can help ensure that CMS is on the right track.

Ongoing evaluations might ask the following:

- p What are the profiles of CMS users (e.g., range of grades, organizational affiliations, geographical locations)? Are particular groups not using CMS? Why might employees not use CMS?
- p How well does CMS meet employee needs such as:
 - The services offered
 - The value of materials in the resource center
 - The hours and days CMS is open
 - The quality of the staff
- p How well does it serve organizational needs, such as providing information on employees' skills and interests?
- p What can be changed to meet employee and organizational needs better?
- p How much does the organization value CMS?

Conclusion

These guidelines have offered some ideas about the design and development of Career Management Services for HHS organizations. In addition to examining different designs for CMS and the possible component services, these guidelines also described the three phases for establishing CMS: initial planning, dealing with logistical issues, and development.

The contents of the guidelines are meant to be adapted for the circumstances at hand, including use of the label "Career Management Services." Two points made in the guidelines deserve noting: 1) CMS is meant to serve all employees. Managers may be reluctant to use it; hopefully the design (and the title chosen) will encourage their participation. 2) CMS is meant to be an asset to the organization as well as to employees. Career management helps shape the human contribution to high-performing organizations.

Appendix A:

Samples

SAMPLE #1
CMS PRINCIPLES, GOALS, AND OBJECTIVES

Principles

Management supports the CMS as an investment in both the organization's and the employee's performance and well-being.

CMS is open to all employees, whatever the person's seniority or level of authority.

Conditions of confidentiality are clear and are followed.

Those coordinating a CMS are active participants in the organization's strategic planning process.

CMS makes maximum use of resources outside CMS, to enrich the services offered and to avoid duplication.

Goals

Within three months of opening, all local area employees will have information on CMS.

Over a four month period, employees will find at least one CMS staff person available during all open hours; or will see a sign posted indicating when the staff will return, and the staff will return when indicated.

Objectives

TARGET AUDIENCE	EXPECTED OUTCOME	MEASUREMENT
<i>Area employees</i>	<i>Within 3 months of CMS's being open, 50% of area employees are able to describe at least one service CMS offers</i>	<i>Outcome will be measured through interviews of a random sample of area employees</i>
<i>Users of CMS</i>	<i>For the first 4 months of CMS's being open, 90% of users surveyed are satisfied with staff coverage of CMS</i>	<i>Outcome will be measured through a written survey of users given at the end of users' visits to CMS</i>

Note: See Appendix B, **Form #1**, for a blank copy of this form for your use.

**SAMPLE #1A
CAREER MANAGEMENT SERVICES CENTER - INTERVIEW PROTOCOL**

Interviewer: **Pat Buck** Date: **3/30/94**

INTRODUCTION: The Organization is planning to establish a Career Management Services Center, where employees can get information and assistance on their careers. I want to ask you about your ideas on what would attract you to use the Career Management Services Center. As I ask you some questions, feel free to respond with anything that comes to mind. The interview should take no longer than 45 minutes. We will not be associating your name with your answers.

First, I'd like some general information so that we know who our audience is:

- [i.] How long have you worked for the Government?
16 Years
- [ii.] How long have you worked for the Organization?
16 Years
- [iii.] Are you a supervisor (or manager)? [underline] **yes** no

The term CAREER MANAGEMENT SERVICES CENTER probably has different meanings to different people. Let me give you our definition of it, so that you can keep it in mind as we talk.

Career Management Services in the Organization will be designed to assist employees in determining: what work they want to perform and where; what kind of work environment is important to them, such as how much they work independently; and how they can achieve their career goals. Such services are also intended to help the organization in finding employees with the skills needed to perform the work of the organization, now and in the future.

Do you have any questions about this idea?

What I want to do now is ask you about specific services the Center would offer.

APPENDIX A (Continued)

1. One service is ASSESSMENT. Assessment tools can measure skills, interests, values (such as needing a balance between work and non-work life), and other individual characteristics related to work (such as preferring to work with other people or to work by oneself, or to have more flexibility vs. more structure in the job).
 - (a.) Would you use assessment tools to look at your own job skills and the kind of work environment that you prefer?

☒ Yes [If yes] What would you like to know about your skills and preferences in job environment? ***How I could use my skills in other jobs. Also I'd like a job where I could make more decisions myself and have fewer layers of review - I'd like to know where I could find that kind of job.***

☐ No [If no] Why would this kind of assessment not be of interest to you?
 - (b.) Would you use assessment tools to look at your personal style, including values about work (such as working the hours required vs. putting in more time), your interests, your artistic or other talents?

☐ Yes [If yes] What would you like to know about your personal style?

☒ No [If no] Why would this kind of assessment not be of interest to you? ***I have my own interests outside of work.*** [Probe: What about knowing more about your values as they relate to work, such as putting in more time or not, - would that be useful to know about?] ***Not really; I know enough about my own values.***
 - (c.) Let me ask you about learning style. Learning style means, how do you learn best? Such as in a group, alone, on a computer, with a coach, actually trying something out, reading a manual, through "concepts" or abstract thinking. Would you use assessment tools to understand more about your learning style?

☐ Yes [If yes] What would you like to know about your learning style?

☒ No [If no] Why would this kind of assessment not be of interest to you? ***I know I don't like to sit in a classroom. I'd rather read something and try it out myself, and maybe check with a colleague who is interested in the same issue as me and compare notes. I'm not sure how it would help to know more about it.***

APPENDIX A (Continued)

[Skip to question (e) if employee is not a supervisor/manager]

(d.) Would you use assessment tools to know more about your management style?

☒ Yes [If yes] What would you be interested in knowing about your management style?
My employees sometimes complain that I don't trust them enough to do their work without looking over their shoulder? I'd like to know more about what I do and how I could show confidence in them, but still make sure the work is done right.

☐ No [If no] Why would this kind of assessment not be of interest to you?

(e.) Are you familiar with any assessment tools that could be used in the Center, and if so, what do they measure? ***No, I don't know about any tools.***

(f.) In terms of the form in which the assessment tools are presented, let me read you four options, and you tell me which one you prefer. Would you prefer: ☐ Computer-based assessment tools ☐ Print-based assessment tools ☐ Do you have no preference or ☒ Does it depend on the tool [explain] ***It would have to be really friendly for me to use a computer-based tool.*** [Probe: If it were friendly, would you use a computer-based tool?] ***Yes.***

2. A second service of the Career Management Center is CAREER COUNSELING. A career counselor is trained to help interpret results from assessment instruments and to help employees develop career goals and plans.

Would you use counseling services for your own career planning?

☒ Yes [If "yes," or "possibly"] What would you want to learn or do through these services? ***I'd want to know more about other job possibilities in the organization. Also, what would the financial implications be if I retired in 2 years when I'm eligible vs. staying in the Government longer.***

Here's a question about where you would see a counselor. I'll read three choices of answers. Would you see a career counselor: ☐ In person only

☐ On the phone only? ☒ Either one

Tell me more about your preference. ***I'd prefer to talk with someone in person - I think it's easier to talk about things. But if the person was only available by phone, I would do that. The problem is, I would want to talk privately, which would be very hard by phone.***

APPENDIX A (Continued)

☐ No [If no] Why would you choose not to use a career counselor?
[If response indicates concern about privacy or confidentiality, ask this:] What would it take for you to feel reassured that discussions with a career counselor were strictly confidential?

3. A third type of service consists of SEMINARS ON CAREER TOPICS. These could take the form of speakers for an hour, or for half or whole day sessions. They could be offered in person or remotely through satellite, for instance.

(a.) What career seminar topics would be useful to you?
[Or have a list and ask about each one] **Redoing my resume. Where and how to look for jobs.**

(b.) What times of the day would be best for you to attend career seminars?

☐ At lunch time only ☒ Any time during the day
Why is the one you picked best for you? **As a manager, I can usually take time out when I need to. Of course, last minute meetings do come up.**

4. A fourth area of service is a RESOURCE CENTER. A resource center can have such information as course catalogs, books on how to write resumes and how to plan your career, and listings of job vacancies.

(a.) One question I have is, what types of information would be helpful to have in a resource center? I'll read a list of items. Say "yes" if you think you would use these at some time.

- ☒ what jobs are available in the Organization
- ☒ what jobs are available in the Federal government
- ☐ what jobs are available outside of the Federal government
- ☐ college catalogs
- ☒ training courses
- ☐ books and magazines on managing careers
- ☒ arrangement of job clubs or networks for support [if checked, probe: what types of people would you like to network with?] **With other supervisors.**
- ☐ arrangement of mentors or advisors in your area of interest in the organization [if checked, probe: in what areas of interest would you like a mentor or advisor?]
- ☐ any other:

Added 8/95

(b.) Which type of materials would you prefer to use? The four choices are:

☐ Computer-based ☐ Print-based ☐ No preference ☒ Depends on the type of resource

APPENDIX A (Continued)

[if chosen, ask to explain] ***Depends on how friendly they are.***

- (c.) Are there any specific resources that you would like to see in the resource center?

Maybe something on interviewing for jobs, especially how to find out during the interview more about the job itself - things like how much authority a manager really has in that organization.

5. We've talked about your interest in services that could be offered in a Career Management Center. For the last section of this interview, let me ask you some questions about USING THE CENTER.

- (a.) Which service has the highest level of interest for you - assessment, career counseling, career-related seminars, or a resource center. [Probe for specifics; for example, "What would you like to get from counseling services?"]

A resource center, because I could go when I wanted to and look up what I needed at the time I needed it.

- (b.) Which service has the second highest level of interest [name the other three]? Why?

I guess career counseling, so that I could ask specific questions about career opportunities and how to best plan my career.

- (c.) Why might you NOT use or visit the Center?

If something came up at work and I couldn't go when I planned to. Also I might feel awkward if I saw one of my employees there when I was. Or one of my bosses!

- (d.) What incentives can you think of to encourage you or others to use the Center?

Management needs to come out strongly in support of using the Center. A newsletter or e-mail describing what services the Center offers would help, particularly if it came out regularly to remind employees and told them about new services.

APPENDIX A (Continued)

(e.) [If relevant] Where should the Center be physically located?

I would like to see it near or inside the training office. That's convenient, plus people go in and out of the training office all the time for classes, so it might not be so awkward for me or someone else to be there.

(f.) What hours would you personally want access to the Center? [Probe for before and after work, if not mentioned.]

Any time during the day. And since I usually stay late, having it open after regular work hours would be good for me.

(g.) Any other comments you would like to make before we end?

No. Just that I look forward to being able to use the Center.

Thank you for your time. The answers you have given here will help shape the Center's format and services.

Note: See Appendix B, **Form #1A**, for a blank copy of this form for your use.

APPENDIX A (Continued)

SAMPLE #2
IDENTIFYING GROUPS/INDIVIDUALS AND ISSUES TO DISCUSS

GROUPS/INDIVIDUALS WITH WHOM TO COORDINATE	ISSUES TO DISCUSS
Partnership of Labor and Management	-- <i>Which hours of the day CMS would be open - during work, outside work, both</i> -- <i>The expectations by management of CMS's contributions and impact</i> -- <i>Confidentiality of CMS information</i> -- <i>The ways by which CMS will assist employees</i> -- <i>The roles of the union(s) in establishing, evaluating, and making changes in CMS</i> -- <i>How to encourage employees to use CMS</i>
Employee Assistance Programs (EAPs) Wellness Functions	-- <i>Jointly offering seminars such as stress management</i> -- <i>When to refer a client to the other office</i> -- <i>Exchanging information</i>
Organizational Development Functions	-- <i>Exchanging information</i> -- <i>Identifying areas of mutual support</i>
Human Resources Functions	-- <i>Where to place job announcements</i> -- <i>Including information about CMS in new employee orientation</i> -- <i>Special issues such as accommodation for persons with disabilities</i>
Human Resource Development Functions	-- <i>Physical location of CMS</i> -- <i>Jointly offering seminars</i> -- <i>Exchanging information</i> -- <i>Sharing resources such as automated self instruction programs</i>
Administrative Offices	-- <i>Space available</i> -- <i>Furniture</i> -- <i>Equipment</i> -- <i>Funding mechanisms</i>
Strategic Planning Staff	<i>Information to share with employees about the future of the organization and its human resource needs</i>

Note: See Appendix B, Form #2, for a blank copy of this form for your use.

APPENDIX A (Continued)

**SAMPLE #3
ESTIMATING DEVELOPMENT AND MAINTENANCE COSTS**

EXAMPLES OF COST CATEGORIES TO CONSIDER	NEEDS	ESTIMATED COSTS
Staff Salaries <i>CMS - open for business 4 hours/day × 5 days + 5 hours/week for resource center maintenance while CMS is closed.</i>	<i>1 GS-9 to help with use of automated self-assessments; to arrange seminars; to guide users through resource center; 4 hours/day</i>	<i>\$340/week</i>
	<i>1 GS-5 to be entry person; to keep records of resource center contents; to arrange for seminars; 4 hours/day</i>	<i>\$275/week</i>
	<i>1 GS-5 to maintain resource center; 1 hour/day</i>	
Facilities	<i>2 areas (1 small, 1 medium) for entry and resource center, soundproofing around computers, 1 private office</i>	<i>\$49/sq. ft. (already being paid as part of HR Office Budget)</i>
Major Equipment	<i>2 computers, laser printers, photocopier, fax machine, locked file drawers</i>	<i>\$10,000 (without file drawers - to be provided by admin. office)</i>
Resources	<i>Career-related books</i> <i>Catalogs</i> <i>Software</i> <i>Job announcements, including subscriptions</i>	<i>\$1,000</i> <i>Free</i> <i>\$10,000</i> <i>\$600</i>
Other costs (e.g., contracting, marketing)	<i>1 contract counselor 15 hours/week (3 hours/day) for counseling and assessment; \$20/hour; eligible population = 1200 employees</i>	<i>\$300/week</i>

Note: See Appendix B, **Form #3**, for a blank copy of this form for your use.

APPENDIX A (Continued)

**SAMPLE #4
IDENTIFYING WAYS TO PAY FOR CMS**

INTRA-AGENCY SOURCES	
FINANCING METHODS	POSSIBLE ISSUES
Per Capita	<i>Some organizations may not use CMS proportionately and over time may complain about subsidizing others.</i>
Frequency of Use	<i>Need historical data to determine, or need to predict and then correct data periodically (e.g., monthly, quarterly).</i>
Use Per Service	<i>Hard to estimate income during early years. Paperwork-intensive.</i>

Note: See Appendix B, **Form #4**, for a blank copy of this form for your use.

APPENDIX A (Continued)

SAMPLE #4
IDENTIFYING WAYS TO PAY FOR CMS
(Continued)

INTERAGENCY SOURCES	
FINANCING METHODS	POSSIBLE ISSUES
Per Capita	<i>Some organizations may not use CMS proportionately and over time may complain about subsidizing others.</i>
Frequency of Use	<i>Need historical data to determine, or need to predict and then correct data periodically (e.g., monthly, quarterly).</i>
Use Per Service	<i>Hard to estimate income during early years. Paperwork-intensive.</i>

Note: See Appendix B, **Form #4**, for a blank copy of this form for your use.

**SAMPLE #5
LOGISTICAL ISSUES CHECKLIST**

ISSUE	HAVE YOU CONSIDERED ...	<u>p</u> DONE
Reaching the Audience	<p><u>p</u> Location?</p> <p><u>p</u> Traveling CMS?</p> <p><u>p</u> Lending procedures?</p> <p><u>p</u> Computer access?</p> <p><u>p</u> Telephone/mail services?</p> <p><u>p</u> Other</p>	<p><u>p</u></p> <p><u>N/A</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>N/A</u></p>
Physical Space	<p><u>p</u> Space availability?</p> <p><u>p</u> Accessibility for persons with disabilities?</p> <p><u>p</u> Layout/sound/lighting?</p> <p><u>p</u> Furniture/equipment/materials?</p> <p><u>p</u> Electrical and telephone lines?</p> <p><u>p</u> Other - <i>paint, carpet</i></p>	<p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p>
Confidentiality	<p><u>p</u> Release of information only by employee?</p> <p><u>p</u> Employee release forms?</p> <p><u>p</u> Locked file cabinets?</p> <p><u>p</u> Employee assessment and other CMS work on floppy disk held by employee?</p> <p><u>p</u> Other - <i>written statement</i></p>	<p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p>
CMS Staff	<p><u>p</u> Entry staff? - <i>internal</i></p> <p><u>p</u> Assessment staff? - <i>contract</i></p> <p><u>p</u> Career counseling staff? - <i>contract</i></p> <p><u>p</u> Workshops/seminars staff?</p> <p><u>p</u> Resource center staff? - <i>internal</i></p> <p><u>p</u> Other</p>	<p><u>p</u></p> <p><u>p</u></p> <p><u>p</u></p> <p><u>N/A</u></p> <p><u>p</u></p> <p><u>N/A</u></p>
Hours of Operation	<p><u>p</u> Work hours?</p> <p><u>p</u> Non-work hours?</p> <p><u>p</u> Based on shifts?</p> <p><u>p</u> A combination of work and non-work hours?</p> <p><u>p</u> Other</p>	<p><u>N/A</u></p> <p><u>N/A</u></p> <p><u>N/A</u></p> <p><u>p</u></p> <p><u>N/A</u></p>

**SAMPLE #6
STAFF SKILLS**

Staff Qualifications	Entry	Assessment	Career Counseling	Career Workshops/Seminars	Resource Center
<i>Knowledge of organizational mission, goals, and culture (for example, strategic plan)</i>	X	X	X	X	X
<i>Knowledge of organizational workforce planning (based on an organizational analysis of, for example, workforce trends, career paths, job types)</i>		X	X		
<i>Knowledge of CMS offerings</i>	X	X	X		X
<i>Knowledge of the organization and related services (for example, EAP)</i>	X	X	X		X
<i>Knowledge of services inside and outside the Federal Government (for example, local community)</i>		X	X		X
<i>Structured assessment experience</i>		X	X		
<i>General knowledge of the specific assessment instruments offered by your CMS</i>		X	X		X
<i>Specific knowledge of how to interpret the results of the assessment instruments</i>		X	X		
<i>Formal counseling training (for example, license)</i>			X		

- continued -

SAMPLE #6
STAFF SKILLS
(Continued)

Staff Qualifications	Entry	Assessment	Career Counseling	Career Workshops/Seminars	Resource Center
<i>Knowledge of Resource Center services/materials</i>		X	X		X
<i>Strong interpersonal skills</i>	X	X	X	X	X
<i>Record-keeping techniques/skills</i>	X				X
<i>Teaching/tutorial skills for assisting users, one-on-one</i>		X	X	X	X
<i>Specific knowledge of the capabilities and features of all software</i>		X			X
<i>Knowledge of marketing techniques</i>	X			X	X

APPENDIX A (Continued)

**SAMPLE #7
INTAKE FORM**

DATE: <i>9/30/94</i>	NAME/PHONE: <i>Chris Doe 555-4242</i>		
NAME OF IMMEDIATE OFFICE OR UNIT IN WHICH YOU WORK: <i>Office of Multimedia Development</i>			
NUMBER OF YEARS AT HHS: <i>16</i>			
NUMBER OF YEARS IN THE FEDERAL GOVERNMENT: <i>16</i>			
MANAGER OR SUPERVISOR? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		GRADE LEVEL <i>GM-13</i>	
HOW DID YOU HEAR ABOUT CAREER MANAGEMENT SERVICES?			
<input type="checkbox"/> ANNOUNCEMENT	<input checked="" type="checkbox"/> ANOTHER EMPLOYEE	<input type="checkbox"/> PASSING BY	<input type="checkbox"/> OTHER _____
HOW MANY TIMES HAVE YOU VISITED CAREER MANAGEMENT SERVICES?			
<input type="checkbox"/> NOT BEFORE THIS	<input type="checkbox"/> 1 TIME	<input checked="" type="checkbox"/> 2 TIMES	<input type="checkbox"/> 3+ TIMES
IF YOU HAVE VISITED BEFORE, WHAT SERVICES AND/OR MATERIAL(S) DID YOU USE? <i>Assessment Program/Counselor</i>			
WHAT DO YOU PLAN TO DO AT THIS TIME? <i>Retake assessment</i>			

THIS INFORMATION IS CONFIDENTIAL.

Note: See Appendix B, **Form #7**, for a blank copy of this form for your use.

**SAMPLE #8
COUNSELOR EVALUATION FORM**

CAREER MANAGEMENT SERVICES	
COUNSELOR EVALUATION FORM	
<p>Please help us serve you better by filling out this short form for us. We are not asking for your name. We would like just your feedback on the counseling services you are currently receiving or have received in the past. Thank you in advance for your help.</p>	
1.	I have been to see a CMS Career Counselor: <input checked="" type="radio"/> 1 time <input type="radio"/> 2 times <input type="radio"/> 3+ times
2.	I am continuing to see a CMS Career Counselor: <input checked="" type="radio"/> Yes <input type="radio"/> No
3.	Please indicate how the Counselor assisted/is assisting you: <i>Had me go through tests to see my strengths and interests; talked with me about work I like and why. Reminded me to keep open about types of jobs and locations.</i>
4.	How useful did you find the counseling service? <div style="display: flex; justify-content: space-between; align-items: center;"> Extremely Valuable 7 <input checked="" type="radio"/> 5 4 3 2 1 Of Little Value </div> <p>COMMENTS: <i>I'm beginning to see how this could help me; not sure if it will work though.</i></p>
5.	I would recommend the career counseling to others: <input checked="" type="radio"/> Yes <input type="radio"/> No COMMENTS: <i>Seems to be interested in my needs; helps without pushing</i>
6.	What services or benefits would you like to see provided by the counselor? Please comment below:

THIS INFORMATION IS CONFIDENTIAL.

Note: See Appendix B, **Form #8**, for a blank copy of this form for your use.

APPENDIX A (Continued)

**SAMPLE #9
EVALUATION SURVEY**

CAREER MANAGEMENT SERVICES	
CUSTOMER SURVEY	
<p>Thank you for visiting CMS. We hope your visit was rewarding and enjoyable. We need your input to improve the quality of the services provided by CMS. Our main objective is to respond to your needs.</p>	
1.	I have now visited CMS: <input type="checkbox"/> 1 time <input checked="" type="checkbox"/> 2 times <input type="checkbox"/> 3+ times
2.	I found all the staff helpful and knowledgeable. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If No, please comment below.)
3.	I found what I needed. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If No, please comment below.)
4.	I used the following component(s) of CMS: (Check all that apply.) <input checked="" type="checkbox"/> Entry <input type="checkbox"/> Seminars <input type="checkbox"/> Assessment <input type="checkbox"/> Counseling <input checked="" type="checkbox"/> Resource Center
5.	CMS will help me with my career plans. Not At All 1 2 <input checked="" type="checkbox"/> 3 4 5 6 7 Very Much So
6.	I will be returning soon. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>COMMENTS:</p> <p><i>Catalogs and books that I wanted were missing from the shelves. The person who helped me didn't know why. They'll call me when the books show up.</i></p>	

THIS INFORMATION IS CONFIDENTIAL.

Note: See Appendix B, **Form #9**, for a blank copy of this form for your use.

Appendix B:

Forms

FORM #1
CMS PRINCIPLES, GOALS, AND OBJECTIVES

Principles

Goals

Objectives

TARGET AUDIENCE	EXPECTED OUTCOME	MEASUREMENT

FORM #1A

CAREER MANAGEMENT SERVICES CENTER - INTERVIEW PROTOCOL

[With some modification, this could be conducted as a group or an individual interview.]

Interviewer: _____ Date: _____

INTRODUCTION: [Organization name] is planning to establish a [name of career center, e.g., Career Management Services Center], where employees can get information and assistance on their careers. I want to ask you about your ideas on what would attract you to use the Career Management Services Center. As I ask you some questions, feel free to respond with anything that comes to mind. The interview should take no longer than [amount of time]. We will not be associating your name with your answers.

First, I'd like some general information so that we know who our audience is:

- [i.] How long have you worked for the Government?
___ Years
- [ii.] How long have you worked for the [organization name]?
___ Years
- [iii.] Are you a supervisor (or manager)? [underline] yes no

The term CAREER MANAGEMENT SERVICES CENTER probably has different meanings to different people. Let me give you our definition of it, so that you can keep it in mind as we talk.

Career Management Services in [organization name] will be designed to assist employees in determining: what work they want to perform and where; what kind of work environment is important to them, such as how much they work independently; and how they can achieve their career goals. Such services are also intended to help the organization in finding employees with the skills needed to perform the work of the organization, now and in the future.

Do you have any questions about this idea?

What I want to do now is ask you about specific services the Center would offer.

APPENDIX B (Continued)

1. One service is ASSESSMENT. Assessment tools can measure skills, interests, values (such as needing a balance between work and non-work life), and other individual characteristics related to work (such as preferring to work with other people or to work by oneself, or to have more flexibility vs. more structure in the job).
 - (a.) Would you use assessment tools to look at your own job skills and the kind of work environment that you prefer?

_ Yes [If yes] What would you like to know about your skills and preferences in job environment?

_ No [If no] Why would this kind of assessment not be of interest to you?
 - (b.) Would you use assessment tools to look at your personal style, including values about work (such as working the hours required vs. putting in more time), your interests, your artistic or other talents?

_ Yes [If yes] What would you like to know about your personal style?

_ No [If no] Why would this kind of assessment not be of interest to you?
 - (c.) Let me ask you about learning style. Learning style means, how do you learn best? Such as in a group, alone, on a computer, with a coach, actually trying something out, reading a manual, through "concepts" or abstract thinking. Would you use assessment tools to understand more about your learning style?

_ Yes [If yes] What would you like to know about your learning style?

_ No [If no] Why would this kind of assessment not be of interest to you?

APPENDIX B (Continued)

[Skip to question (e) if employee is not a supervisor/manager]

(d.) Would you use assessment tools to know more about your management style?

☐ Yes [If yes] What would you be interested in knowing about your management style?

☐ No [If no] Why would this kind of assessment not be of interest to you?

(e.) Are you familiar with any assessment tools that could be used in the Center, and if so, what do they measure?

(f.) In terms of the form in which the assessment tools are presented, let me read you four options, and you tell me which one you prefer. Would you prefer: ☐ Computer-based assessment tools ☐ Print-based assessment tools ☐ Do you have no preference or ☐ Does it depend on the tool [explain]

2. A second service of the Career Management Center is CAREER COUNSELING. A career counselor is trained to help interpret results from assessment instruments and to help employees develop career goals and plans.

Would you use counseling services for your own career planning?

☐ Yes [If "yes" or "possibly"] What would you want to learn or do through these services?

Here's a question about where you would see a counselor. I'll read three choices of answers. Would you see a career counselor: ☐ In person only

☐ On the phone only ☐ Either one

Tell me more about your preference.

APPENDIX B (Continued)

☐ No [If no] Why would you choose not to use a career counselor?

[If response indicates concern about privacy or confidentiality, ask this:] What would it take for you to feel reassured that discussions with a career counselor were strictly confidential?

3. A third type of service consists of SEMINARS ON CAREER TOPICS. These could take the form of speakers for an hour, or for half or whole day sessions. They could be offered in person or remotely through satellite, for instance.

(a.) What career seminar topics would be useful to you?
[Or have a list and ask about each one]

(b.) What times of the day would be best for you to attend career seminars?
☐ At lunch time only ☐ Any time during the day
Why is the one you picked best for you?

4. A fourth area of service is a RESOURCE CENTER. A resource center can have such information as course catalogs, books on how to write resumes and how to plan your career, and listings of job vacancies.

(a.) One question I have is, what types of information would be helpful to have in a resource center? I'll read a list of items. Say "yes" if you think you would use these at some time.

- ☐ what jobs are available in [name of organization]
- ☐ what jobs are available in the Federal government
- ☐ what jobs are available outside of the Federal government
- ☐ college catalogs
- ☐ training courses
- ☐ books and magazines on managing careers
- ☐ arrangement of job clubs or networks for support [if checked, probe: what types of people would you like to network with?]
- ☐ arrangement of mentors or advisors in your area of interest in the organization [if checked, probe: in what areas of interest would you like a mentor or advisor?]
- ☐ any other:

Added 8/95

(b.) Which type of materials would you prefer to use? The four choices are:

APPENDIX B (Continued)

☐ Computer-based ☐ Print-based ☐ No preference ☐ Depends on the type of resource
[if chosen, ask to explain]

- (c.) Are there any other resources that you would like to see in the resource center?
5. We've talked about your interest in services that could be offered in a Career Management Services Center. For the last section of this interview, let me ask you some questions about USING THE CENTER.
- (a.) Which service has the highest level of interest for you - assessment, career counseling, career-related seminars, or a resource center. [Probe for specifics; for example, "What would you like to get from counseling services?"]
- (b.) Which service has the second highest level of interest [name the other three]? Why?
- (c.) Why might you NOT use or visit the Center?
- (d.) What incentives can you think of to encourage you or others to use the Center?

APPENDIX B (Continued)

- (e.) [If relevant] Where should the Center be physically located?

- (f.) What hours would you want access to the Center? [Probe for before and after work, if not mentioned.]

- (g.) Any other comments you would like to make before we end?

Thank you for your time. The answers you have given here will help shape the Center's format and services.

APPENDIX B (Continued)

FORM #2
IDENTIFYING GROUPS/INDIVIDUALS AND ISSUES TO DISCUSS

GROUPS/INDIVIDUALS WITH WHOM TO COORDINATE	ISSUES TO DISCUSS
Partnership of Labor and Management	
Employee Assistance Programs (EAPs) Wellness Functions	
Organizational Development Functions	
Human Resources Functions	
Human Resource Development Functions	
Administrative Offices	
Strategic Planning Staff	

FORM #3
ESTIMATING DEVELOPMENT AND MAINTENANCE COSTS

EXAMPLES OF COST CATEGORIES TO CONSIDER	NEEDS	ESTIMATED COSTS
Staff Salaries		
Facilities		
Major Equipment		
Resources		
Other costs (e.g., contracting, marketing)		

**FORM #4
IDENTIFYING WAYS TO PAY FOR CMS**

INTRA-AGENCY SOURCES	
FINANCING METHODS	POSSIBLE ISSUES
Per Capita	
Frequency of Use	
Use Per Service	

APPENDIX B (Continued)

FORM #4
IDENTIFYING WAYS TO PAY FOR CMS
(Continued)

INTERAGENCY SOURCES	
FINANCING METHODS	POSSIBLE ISSUES
Per Capita	
Frequency of Use	
Use Per Service	

**FORM #5
LOGISTICAL ISSUES CHECKLIST**

ISSUE	HAVE YOU CONSIDERED . . .	Ⓟ DONE
Reaching the Audience	Ⓟ Location? Ⓟ Traveling CMS? Ⓟ Lending procedures? Ⓟ Computer access? Ⓟ Telephone/mail services? Ⓟ Other	— — — — — —
Physical Space	Ⓟ Space availability? Ⓟ Accessibility for persons with disabilities? Ⓟ Layout/sound/lighting? Ⓟ Furniture/equipment/materials? Ⓟ Electrical and telephone lines? Ⓟ Other	— — — — — —
Confidentiality	Ⓟ Release of information only by employee? Ⓟ Employee release forms? Ⓟ Locked file cabinets? Ⓟ Employee assessment and other CMS work on floppy disk held by employee? Ⓟ Other	— — — — —
CMS Staff	Ⓟ Entry staff? Ⓟ Assessment staff? Ⓟ Career counseling staff? Ⓟ Workshops/seminars staff? Ⓟ Resource center staff? Ⓟ Other	— — — — — —
Hours of Operation	Ⓟ Work hours? Ⓟ Non-work hours? Ⓟ Based on shifts? Ⓟ A combination of work and non-work hours? Ⓟ Other	— — — — —

FORM #6
STAFF SKILLS

Staff Qualifications	Entry	Assessment	Career Counseling	Career Workshops/Seminars	Resource Center
<i>Knowledge of organizational mission, goals, and culture (for example, strategic plan)</i>					
<i>Knowledge of organizational workforce planning (based on an organizational analysis of, for example, workforce trends, career paths, job types)</i>					
<i>Knowledge of CMS offerings</i>					
<i>Knowledge of the organization and related services (for example, EAP)</i>					
<i>Knowledge of services inside and outside the Federal Government (for example, local community)</i>					
<i>Structured assessment experience</i>					
<i>General knowledge of the specific assessment instruments offered by your CMS</i>					
<i>Specific knowledge of how to interpret the results of the assessment instruments</i>					
<i>Formal counseling training (for example, license)</i>					

- continued -

**FORM #6
STAFF SKILLS
(Continued)**

Staff Qualifications	Entry	Assessment	Career Counseling	Career Workshops/Seminars	Resource Center
<i>Knowledge of Resource Center services/materials</i>					
<i>Strong interpersonal skills</i>					
<i>Record-keeping techniques/skills</i>					
<i>Teaching/tutorial skills for assisting users, one-on-one</i>					
<i>Specific knowledge of the capabilities and features of all software</i>					
<i>Knowledge of marketing techniques</i>					

APPENDIX B (Continued)

**FORM #7
INTAKE FORM**

DATE:	NAME/PHONE:		
NAME OF IMMEDIATE OFFICE OR UNIT IN WHICH YOU WORK:			
NUMBER OF YEARS AT HHS:			
NUMBER OF YEARS IN THE FEDERAL GOVERNMENT:			
MANAGER OR SUPERVISOR? p YES p NO		GRADE LEVEL	
HOW DID YOU HEAR ABOUT CAREER MANAGEMENT SERVICES?			
p ANNOUNCEMENT	p ANOTHER EMPLOYEE	p PASSING BY	p OTHER _____
HOW MANY TIMES HAVE YOU VISITED CAREER MANAGEMENT SERVICES?			
p NOT BEFORE THIS	p 1 TIME	p 2 TIMES	p 3+ TIMES
IF YOU HAVE VISITED BEFORE, WHAT SERVICES AND/OR MATERIAL(S) DID YOU USE?			
WHAT DO YOU PLAN TO DO AT THIS TIME?			

THIS INFORMATION IS CONFIDENTIAL.

**FORM #8
COUNSELOR EVALUATION FORM**

CAREER MANAGEMENT SERVICES	
COUNSELOR EVALUATION FORM	
<p>Please help us serve you better by filling out this short form for us. We are not asking for your name. We would like just your feedback on the counseling services you are currently receiving or have received in the past. Thank you in advance for your help.</p>	
1.	I have been to see a CMS Career Counselor: <input type="checkbox"/> 1 time <input type="checkbox"/> 2 times <input type="checkbox"/> 3+ times
2.	I am continuing to see a CMS Career Counselor: <input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Please indicate how the Counselor assisted/is assisting you:
4.	How useful did you find the counseling service? Extremely Valuable 7 6 5 4 3 2 1 Of Little Value
COMMENTS:	
5.	I would recommend the career counseling to others: <input type="checkbox"/> Yes <input type="checkbox"/> No
COMMENTS:	
6.	What services or benefits would you like to see provided by the counselor? Please comment below:

THIS INFORMATION IS CONFIDENTIAL.

**FORM #9
EVALUATION SURVEY**

CAREER MANAGEMENT SERVICES	
CUSTOMER SURVEY	
Thank you for visiting CMS. We hope your visit was rewarding and enjoyable. We need your input to improve the quality of the services provided by CMS. Our main objective is to respond to your needs.	
1.	I have now visited CMS: <input type="checkbox"/> 1 time <input type="checkbox"/> 2 times <input type="checkbox"/> 3+ times
2.	I found all the staff helpful and knowledgeable. <input type="checkbox"/> Yes <input type="checkbox"/> No (If No, please comment below.)
3.	I found what I needed. <input type="checkbox"/> Yes <input type="checkbox"/> No (If No, please comment below.)
4.	I used the following component(s) of CMS: (Check all that apply.) <input type="checkbox"/> Entry <input type="checkbox"/> Seminars <input type="checkbox"/> Assessment <input type="checkbox"/> Counseling <input type="checkbox"/> Resource Center
5.	CMS will help me with my career plans. Not At All 1 2 3 4 5 6 7 Very Much So
6.	I will be returning soon. <input type="checkbox"/> Yes <input type="checkbox"/> No COMMENTS:

THIS INFORMATION IS CONFIDENTIAL.

ACKNOWLEDGMENTS

A number of individuals contributed to this Guide. Thanks to:

The Career Management Services Task Force members, who represented OPDIVs, STAFFDIVs, health agencies, and unions

HHS organizations which provided examples of career management programs and activities - Administration on Children and Families, Food and Drug Administration, Health Care Financing Administration, National Institutes of Health, Office of the Secretary

Dorothy McKelvin, on loan from NIH

Organizations outside HHS, who shared insights about their own career services activities. Organizations which contributed their ideas were the General Accounting Office, General Services Administration, Internal Revenue Service, Labor Department, U.S. Office of Personnel Management, U.S. Postal Service, Department of State, and AT&T. Particular gratitude goes to Elaine Rand, of the Department of Education, for her generous sharing of talent and time.

Barbara Boyd and Ruth Salinger

December 1994

APPENDIX H: ANNOTATED BIBLIOGRAPHY OF RESOURCES

TRANSITIONS:

A Bibliography on Career Changes, Job Hunting & Retirement

This bibliography lists books, articles, and online services that are available in the GSA library. With the exception of reference works, materials on the list may be borrowed for three-week periods. When requesting titles from this list, please refer to the title, *Transitions*, and item number.

SUBJECT HEADINGS FOR THIS EDITION ARE:

Career Development & Planning -----	p. 1
Federal Employment Opportunities -----	p. 3
Job Hunting -----	p. 4
Job Interviewing -----	p. 9
Life Transitions -----	p. 10
Managing a Changing Workforce -----	p. 11
Mid-Career Changes -----	p. 13
Resumes and Applications -----	p. 14
Retirement Planning -----	p. 16
Self-Employment -----	p. 21
Survival in the Changing Workplace -----	p. 22

FOR LIBRARY SERVICES, PLEASE CALL (202) 501-0788 OR FAX 501-4452:

--Peggy Johnson for Loans, Library Publications, Routing
--Darwin Koester for Reference, Online Searches, Interlibrary Loan
--Jess Hawkins for Law and Legislative Reference
--Barbara Cortina for Acquisitions
--Gail Kohlhorst for Orientation and Special Services

A SPECIAL NOTE FOR FEDERAL EMPLOYEES AND OTHER READERS WHO DO NOT WORK FOR GSA: Please contact your own library or information center to obtain titles on this list. Many libraries have these titles, and if they don't, your librarian will try to borrow it for you through our interlibrary loan network. Please do not contact the GSA Library directly. Thank you for your cooperation.

ONLINE DATABASES AVAILABLE IN THE GSA LIBRARY**

DATATIMES provides access to newspapers, magazines and wire services. Sources are regional, national and international. Several company and industry databases are available. Searching can be done within states, countries, regions or industries.

DIALOG provides access to over 400 databases. Those of particular interest to GSA are ***Commerce Business Daily, ABI/Inform, CIS, PTS Prompt, the Computer Database, Standard and Poor's directories, and Dun and Bradstreet directories.***

NEXIS contains over 1,500 files arranged into 32 different groups or "libraries." Some of the most important are: the newspaper, magazine, newsletter and wire service files; the government files; the regulatory files; the computers and communications library; and the Congressional Record files. Bills pending before the Congress can also be searched on NEXIS.

WESTLAW gives full text opinions of all Federal and state courts reported in the National Reporter System. Also available in full text are the ***U.S. Code, the Code of Federal Regulations, Board of Contract Appeals Decisions, MSPB Decisions, State Statutes, Comptroller General Decisions, the Congressional Record, BILLCAST,*** and others. WESTLAW provides complete coverage of 50 of the top law reviews in the country, and selected coverage of over 450 other law reviews and journals.

LEGISLATE contains the full text of the ***Congressional Record, the Federal Register, bills, reports, and other congressional documents.*** It provides an easy means of tracking legislation and performing subject searches.

EPIC provides subject access to the huge OCLC (Online Computer Library Center) bibliographic database. OCLC is a worldwide bibliographic utility used by thousands of libraries (including ours) for cataloging and interlibrary loan. EPIC helps locate materials in other libraries that have been cataloged on any given topic. Frequently, materials found in EPIC may be borrowed through the interlibrary loan system.

FIRSTSEARCH provides online access to a variety of databases, similar to DIALOG and others. Unique to FirstSearch are the Wilson indexes, better known by their separate titles: ***Readers Guide to Periodical Literature, Index to Legal Periodicals, Business Periodicals Index,*** etc. If you are interested in performing your own hands-on research with FirstSearch, ask

Darwin Koester to get you started. He will sign you on with the password and then you are free to search the database yourself. If you prefer, Darwin can do the entire search for you. Please note that this is a fee-for-service system which needs to be used in the library.

****The GSA Library has a separate publication on this subject. If you want to know more about *Online Services*, please request a copy of our 46-page document.**

BULLETIN BOARDS

GSA employees may use library equipment to access a variety of bulletin boards, such as the *GPO Bulletin Board, OPM Mainstreet, FRIEND (the Federal Register), Federal Real Estate Sales Bulletin Board, GSA Client Information Center Bulletin Board, GEAR (GSA/IRMS schedules), GEMI, PAYPERNET, GAO Cap Access, GSA/Consumer Information Center Bulletin Board and FEDWORLD*. *FEDWORLD* is an "electronic clearinghouse" provided by the National Technical Information Service linking electronic information resources produced by federal agencies. At least 130 information resources produced by 60 agencies are available at this time. These resources include the *Catalog of Federal Domestic Assistance, Federal job announcements, NTIS publication information, connections to major agency bulletin boards (including GSA's GEMI), White House press releases, National Performance Review Reports and OMB circulars and bulletins*. Anyone having access to Internet, or a computer with a modem, can connect to FEDWORLD. Contact Darwin Koester or Barbara Cortina at 501-0788 for more information, or to use this service in the library.

THE LIBRARY CATALOG

The library's *Intelligent Catalog* is a computerized CD-ROM catalog which is user-friendly and fun to use. Comfortable work stations allow users to be seated while performing research, and printing capabilities provide the ability to create instant bibliographies of titles on a particular subject. Maps of the

library are available on the screen to assist users in locating library materials. ***Dial-up access to the library's catalog is also now available.*** To access the catalog, use your communications software to dial (202) 501-3763. When the connection has been established you will be prompted for a user ID. Type in "ANSI" and press enter. If you experience any difficulties or would like more detailed information, please contact Barbara Cortina by phone (501-0788) or E-Mail.

INTERNET ACCESS

Internet access is now available in the library on two public access workstations. They are available for your use from 8-4:30, Monday - Friday. The library also has many Internet books available for loan, as well as an Internet video. Please contact the library for more information, or to receive a copy of our separate publication ***Focus on Library Resources: Using the Internet.***

1. Baxter, Neale. "Is there another degree in your future? Choosing among professional and graduate schools." Occupational Outlook Quarterly, Winter 1993-94, pp. 18-31.

For those who have decided to pursue an advanced degree, either in their own, or a different field, advice is given on the hows and whys of choosing an educational institution. The author has designed a "Decision Model for Selecting a School" which allows you to rank a specific program on factors such as: placement of graduates, salary of graduates, cost of the program, reputation of the school, availability of financial aid, location, atmosphere, and personal reasons for attending that institution.

2. Bixler, Susan. Professional presence: the total program for gaining that extra edge in business—by America's top corporate image consultant. New York: Perigee Books, 1991. 288 p. (HF 5389 .B57 1992)

The author defines professional presence as "a potent and dynamic blend of poise, self-confidence, control, style, and savoir-faire [that] empowers us to be able to command respect in any situation." She shows how to develop your professional presence and maintain control in all types of business situations including meetings, travel, entertainment, office parties, and office politics.

3. “Computers for career planning,” Training, October 1993, p. 17, 89-90.

This short article discusses the use of computer career-development programs that can be used to offer customized career-transition activities for either laid-off employees, or for planning career transitions within an organization. Four specific programs are recommended. All contain standard features, such as : orientation and initial assessment, values clarification, interest inventory, skills assessment, job information, and identifying options.

4. Connelly, Julie. “How to choose your next career,” Fortune, February 6, 1995, pp. 145-46.

As life expectancy increases, many people will have more years of active life than they originally expected, and consequently they may make a variety of career changes throughout their lives. Connelly profiles several individuals who have made radical career changes and explores the thought processes and planning that precipitated these changes.

5. Designing and managing your career, edited by Harry Levinson. Boston, MA: Harvard Business School Press, 1989. 391 p. (HD 38.2 .D475 1989)

This collection of essays is reprinted from various issues of the Harvard Business Review. The essays are divided into five broad subject areas: “Finding what you’re good at,” “Succeeding in your career,” “Managing others’ careers,” “Handling career stress,” and “Retiring with grace.”

6. Graen, George B. Unwritten rules for your career: the 15 secrets for fast-track success. New York: Wiley, 1989. 245 p. (HF 5549.5 .C35 G73 1989)

George Graen “provides a wealth of practical tips, techniques, tactics, and advice on how you can tap into the secret organization that formulates the unwritten rules within your company. Once you’ve uncovered your company’s hidden strategies, you’ll be able to get onto the fast track—and advance both your career and your company.”

7. Harmon, Frederick G. The executive odyssey: secrets for a career without limits. New York: Wiley, 1989. 270 p. (HF 5386 .H26 1989)

In this book, Harmon describes his “system”—seven principles that govern the process of personal growth. The first section of the book explains how these principles can be applied to one’s job, and how they can be utilized to achieve one’s goals. The second section goes into more detail on how the system can be used to achieve maximum progress.

8. Hoschette, John A. Career advancement and survival for engineers. New

York: Wiley, 1994. (TA 157 .H618 1994)

“Written exclusively for engineers, this book helps you get the kind of work you want and promotions you deserve.” Tips are given on the following:

- How to tell if you’re on the right career path, how to speed up the promotion process if you are, and how to switch to another path if you’re not
- Formal and informal rating systems supervisors use to evaluate your performance...and you
- Surviving corporate takeovers and company downsizing
- Tips on how to increase your visibility

9. Jeruchim, Joan. Women, mentors, and success, Joan Jeruchim and Pat Shapiro. New York: Fawcett Columbine, 1992. 247 p. (HD 6054.2 .U6 J47 1992)

This book is based on the authors’ study of professional women’s experience with mentors and mentoring. They explore the subject of mentoring “from four perspectives: as a woman’s issue, as a developmental issue, as a relationship, and finally as a success/power issue.”

FEDERAL EMPLOYMENT OPPORTUNITIES

10. Federal career directory: the U.S. government, find out why it’s becoming the first choice: career America. Washington, DC: U.S. Office of Personnel Management : for sale by the U.S. G.P.O., 1990. 1 vol, loose-leaf. (REF JK 716 .F293 1990)

This directory lists all federal departments and agencies. A basic description is given for each agency, along with headquarters and regional personnel office phone numbers and addresses. Information is given on what types of occupations and grade levels are generally available and what type of college degree is required. There are also separate sections on training and development opportunities; the federal pay system, the presidential management intern program; and the national student employment and work training programs.

11. Federal career opportunities [bi-weekly listing of currently available federal jobs.] Vienna, VA: Federal Research Service. (REF—kept at Front Desk)

This newsletter is published every two weeks and lists federal jobs that are currently available nationwide and overseas. The list is arranged by agency or department, and then by job series. Each entry includes the position title, announcement number, closing date,

and personnel contact.

12. OPM Mainstreet: an online service from the U.S. Office of Personnel Management. [See a librarian if you would like to use the Library's public access computer to log on to this service.]

Anyone with a modem can dial into this OPM bulletin board. The local phone number is (202) 606-4800. The bulletin board contains federal job information, and a variety of OPM "forums" on subjects such as quality management, personnel records and systems, training, downsizing/RIFs, flexiplace/telecommuting, the National Partnership Council and more.

13. SES vacancy announcements. Washington, DC: U.S. Office of Personnel Management. (Periodical collection)

This newsletter is published bi-weekly and lists Senior Executive Service vacancy announcements. The list is arranged by agency or department. Each entry includes the position title, application information, area of consideration, and summary of duties.

14. U.S. Office of Personnel Management. "New application procedures for Federal jobs (elimination of SF 171, Application for Federal Employment)" Federal Register, Friday, December 16, 1994, Vol. 59, No. 241, pp. 65086-89.

This notice announces the new application process for Federal jobs beginning on January 1, 1995.

JOB HUNTING

15. Birsner, E. Patricia. Job hunting for the 40+ executive. New York: Facts on File, 1985. 250 p. (HF 5500.3 .U54 B57 1985)

This in-depth guide for executives provides a step-by-step process for the mature job seeker to follow. It covers such areas as developing a personal action plan, finding out where the jobs are, creating resumes and letters, interviewing, and evaluating job offers.

16. Bolles, Richard Nelson. What color is your parachute? A practical manual for job-hunters & career-changers. 1993 ed. Berkeley, CA: Ten Speed Press, 1993. 446 p. (HF 5383 .B56 1993)

This resource is familiar to many people. It has been published annually since 1970. In 1992, it was completely re-written to reflect the "new realities of the 90s." The strength of this book is that it provides a wealth of common sense information in an easy to read, and often humorous format. There is an extensive bibliography, as well as a state-by-state listing of career counseling centers.

17. Brazell, Bruce. "Netting a job," PC World, December 1994, pp. 43-44.

This short article describes how Bruce Brazell, a planetarium director in Fitchburg, MA, found his dream job by searching career resources on the Internet.

18. Career guide to industries. Washington, DC: U.S. Department of Labor, Bureau of Labor Statistics: for sale by GPO, 1992. 213 p. (REF HF 5381 .U613 1992)

This career guide is meant to be used as a companion volume to the Occupational Outlook Handbook. The Career Guide addresses the needs of individuals who are investigating career prospects by providing information on various types of industries. For each industry described, the Guide provides information on the nature of the industry, employment, working conditions, occupations in the industry, training and advancement, earnings and benefits, and outlook.

19. Crowther, Karmen N.T. Researching your way to a good job. New York: Wiley, 1993. 228 p. (HF 5382.75 .U6 C76 1993)

The primary purpose of this book is to show you how to research “a prospective employer before you interview and even before you send out a resume.” To this end, the author explains how to make use of printed reference sources, government agencies, trade associations and personal contacts to locate information on a particular company or organization. For the most part, a job hunter must have access to a good business library in order to use the suggestions in this book. [The GSA Library has many of the publications and services mentioned in this book.]

20. DeLuca, Matthew J. How to get a job in 90 days or less: a realistic action plan for finding the right job fast. New York: McGraw-Hill, 1995. 283 p. (HF 5382.7 .D45 1995)

DeLuca presents a week-by-week program designed to help you land the job you want within 90 days. Through the use of weekly checklists, interactive exercises, worksheets, and sample resumes and letters, he walks you through an organized, methodical process that should make your job search more efficient and effective.

21. The Insider's guide to the top 20 careers in business and management: what it's really like to work in advertising, computers, banking, management, and more. New York: McGraw-Hill, 1993. (HF 5381 .I55 1993)

“The Insider’s Guide lets you listen in as two dozen successful accountants, bankers, ad managers, marketers, systems analysts, and other executives explain in depth—and in their own words—what they do, how they do it, and how they feel about it.... These same executives then answer 15 of the most commonly asked questions for anyone entering their field including: How much of your day involves interacting with others, crunching numbers, or working with computers? What challenges do you face most often? What’s the earning potential in your line of work? How did most people in your field get their

first job? What specific skills do you need—and where did you obtain them?”

22. Job search guide: strategies for professionals. Washington, DC: U.S. Dept. of Labor, Employment and Training Administration, U.S. Employment Service : for sale by the U.S. G.P.O., 1993. 80 p. (DOC L 37.8:J 57/7)

“This Job Search Guide provides important job search information including specific steps that job seekers can follow to identify employment opportunities. A job seeker can use the information in this Guide to develop job hunting strategies, learn skills and techniques for successfully completing the applicant screening process..., as well as identify other resources that can be helpful in locating employment.”

23. Kennedy, Joyce Lain. Electronic job search revolution: win with the new technology that's reshaping today's job market, by Joyce Lain Kennedy and Thomas J. Morrow. New York: Wiley, 1994. 207 p. (HF 5382.7 .K457 1994)

A companion book to *Electronic Resume Revolution*, this book focuses on the “electronic” job search—how to use resume database services, online job ads, electronic employer databases, and electronic research services to find a job.

24. Kennedy, Joyce Lain. Hook up, get hired! The Internet job search revolution. New York: Wiley, 1995. 250 p. (HF 5382.7 .K458 1995)

This newest book from Joyce Lain Kennedy explains how to conduct a job search via Internet. Kennedy shows how to “view 100,000+ online job ads; search by career field, put your resume where countless employers can see it; manage your career like a pro with the ultimate in networking; prepare for interviews by researching companies via the Net” and more.

25. Kight, Leila. Getting the lowdown on employers and a leg up on the job market. Berkeley, CA: Ten Speed Press, 1994. 278 p. (HF 5382.75 .U6 K53 1994)

This book, “shows you how to creatively use libraries, annual reports, government agencies, and other widely available resources, as well as tapping into the experts and other people to know, to support your search for the right job.” The author discusses how to search for jobs in specific industries, and in specific locations throughout the U.S.

26. Kleiman, Carol. The 100 best job\$ for the 1990s & beyond. Chicago, IL: Dearborn Financial Publishing, 1992. 362 p. (HF 5382.75 .U6 K54 1992)

Kleiman, a business columnist for the Chicago Tribune, has identified 100 high demand jobs. For each position she lists job requirements, salary ranges and tips for getting the “inside track.” There are several introductory chapters dealing with demographics, jobs of the future, switching careers, and other related topics.

27. Lowstuter, Clyde C. In search of the perfect job: 12 proven steps for getting the

job you really want, by Clyde C. Lowstuter and David P. Robertson. New York: McGraw-Hill, 1992. 320 p. (HF 5382.7 .L69 1992)

This manual covers every stage of the job search: developing your career options, uncovering your talents, writing resumes, building your references, searching for the “perfect” employer, interviewing successfully, keeping your job search “on track,” and dealing with rejection. A short bibliography and index are included.

28. Lowstuter, Clyde C. Network your way to your next job...fast, Clyde C. Lowstuter, David P. Robertson. New York: McGraw-Hill, 1995. 229 p. (HF 5382.7 .L693 1995)

This book “was developed to provide job seekers a positive breakthrough experience in networking, because this critical dimension of careers will mean the difference between a successful well-run career search campaign and one which is perhaps prolonged and may be marked with stutter-start momentum and activity. [The book] also addresses the many subtle interpersonal nuances, myths, abuses, and trends which have tended to sabotage people’s ability to be fully engaged in the process of networking.”

29. The metropolitan Washington job bank, 1994. 8th ed. Holbrook, MA: Bob Adams, 1994. 414 p. (REF HF 5382.75 .U6 M48 1994)

This directory gives up-to-date information on thousands of businesses within the Washington, DC metropolitan area. The book is arranged by type of industry or business such as “computers,” “engineering and design,” and “financial services/management consulting.” Within categories, businesses are arranged alphabetically. Individual listings contain addresses and telephone numbers, descriptions of the companies, educational backgrounds sought, and fringe benefits offered.

30. Occupational outlook handbook, 1992/93 edition. Washington, DC: U.S. Dept. of Labor, Bureau of Labor Statistics, 1992. 473 p. (REF HF 5381 .U62 1992/93)

The Occupational Outlook Handbook is an extremely useful publication that describes about 250 occupations in detail. Each occupational statement follows a standard format consisting of the following elements: Nature of the work, working conditions, employment statistics, training requirements, job outlook, typical earnings, and related occupations. Sources of additional information are also given for each occupation. This book is especially useful for those considering career changes.

31. Petras, Kathryn. Jobs '93, by Kathryn and Ross Petras. New York: Simon and Schuster, 1993. 685 p. (HF 5382.5 .U5 P443 1993)

This book contains a wealth of information for the job seeker. The first section gives career outlooks for various occupations and provides sources of detailed information for each one. The second section gives updated forecasts for different industries and lists the

major firms in each industry. The third section provides a state-by-state breakdown of “leading employers” as well as sources for more detailed information.

32. Petras, Kathryn. The over-40 job guide. New York: Poseidon Press, 1993. 352 p. ((HF 5382.7 .P483 1993))

Petras covers the standard topics found in job hunting manuals: how to write winning resumes and letters, job hunting tactics, how to make your job interview successful, common interview questions. The difference is that all these guidelines are tailored for job seekers over the age of 40. Petras states, “All things being equal, employers prefer to hire younger workers.... The goal of this book is to face this problem squarely and help you work around inevitable age bias—to show how you can counter the age question, or avoid it, or, in some cases, hide your age until the hiring decision has been made.” Three chapters at the end of the book are especially helpful: Layoffs and firings after 40; Age discrimination; and Self-employment. The book also has a good directory of additional resources.

33. Silvestri, George T. “Occupational employment: wide variations in growth.” Monthly Labor Review. Special issue on “The American work force, 1992-2005.” November, 1993, pp. 58-86.

According to Silvestri, an economist at the Bureau of Labor Statistics, “the economy is expected to continue generating jobs for workers at all levels of education and training; service workers are projected to be the largest group, while professional specialty is expected to be the most rapidly growing group.” Detailed statistics are provided showing projected employment growth by occupation, fastest growing occupations, occupations with largest job growth, occupations with largest job decline, and distribution of employment in major occupational groups by educational level and median weekly earnings.

34. U.S. Employment and Training Administration. Tips for finding the right job. Washington, DC: U.S. Dept. of Labor, Employment and Training Administration: for sale by GPO, 1991. 28 p. (DOC L 37.2: T 49 1991)

This short guide gives tips on determining your job skills, getting job information, writing letters of application and resumes, interviewing, and testing. A listing of state employment offices is included.

35. Using the experience of a lifetime. Washington, DC: American Association of Retired Persons, 1990. 40 p. (HD 6280 .U84 1990)

“This publication gives examples of employment programs for older workers taken from the National Older Workers Information System (NOWIS). NOWIS, developed by the University of Michigan’s Institute of Gerontology, is a computerized system of data on

more than 180 older worker employment programs currently in place in private sector companies. Maintained by the American Association of Retired Persons (AARP), NOWIS is available as a resource for employers interested in learning innovative ways to utilize the skills and experience of older workers. The types of employment programs described in this publication include those promoting full-time, and part-time opportunities, job redesign, effective transition to retirement and job training....”

36. Walker, Donald D. The mid-Atlantic states job seekers sourcebook, by Donald D. Walker and Valerie A Shipe. Aurora, CO: Net-Research, 1993. 356 p. (HF 5382.75 .U62 M5938 1993)

This sourcebook covers the geographic areas of Maryland, eastern Pennsylvania, Virginia, and Washington, DC. For each state or region, the authors list employment agencies/recruiters, executive search firms, electronic referral services, career consultants, outplacement services, and resume preparation services.

37. Wegmann, Robert. The right place at the right time: finding a job in the 1990s, by Robert Wegmann and Robert Chapman. Berkeley, CA: Ten Speed Press, 1990. 182 p. ((HF 5382.75 .U6 W45 1990)

“Section I gives the overview so essential to understanding where you are headed, where there is growth, and why there is increased competition for jobs. Section II discusses the things you need to know and understand about yourself and how to describe that to a prospective employer. Section III is where you will learn how to research the job market so that you can match your talents to the available jobs. In Section IV the focus is on the job search process.... Finally, Section V covers the crucial stage of doing well in the interview and getting a good job offer.”

38. Williams, Marcia P. The 1995 national job hotline directory, Marcia P. Williams, Sue A. Cubbage. New York: McGraw-Hill, 1994. (REF HF 5382.75 .U6W53 1994)

This resource will give you instant access to “more than 3,000 employer job hotline phone numbers...you can call 24 hours a day; listings for companies and government agencies grouped alphabetically by industry and state to speed your search; [and] tips on the most time-efficient and cost-effective ways to use job hotlines.”

JOB INTERVIEWING

39. Allen, Jeffrey G. The perfect follow-up method to get the job. New York: Wiley, 1992. 201 p. (HF 5549.5 .I6 A46 1991)

This book gives advice on what to do after your initial job interview. The author gives tips on: “how to sell yourself during the second and third interviews; how to conduct yourself at breakfast, lunch, and dinner interviews; how to use job references; how to know when to apply more pressure—and when not to—plus when to write versus when

to call; and how to respond to your first offer.”

40. Biegeleisen, J.I. Make your job interview a success: a guide for the career-minded job seeker. Fourth ed. New York: Arco, 1994. 223 p. (HF 5549.5 .I6 B5 1993)

Job seekers will benefit from many of the suggestions given in this book. Subjects covered include: 11 essential rules for a successful interview; corrective measures to improve your speech; questions likely to come up during an interview, a complete job-interview scenario, tips on preparing a strong resume, and job hunters' rights under the Americans with Disabilities Act.

41. Hirsch, Arlene S. The Wall Street Journal National Business Employment Weekly: Interviewing. New York: Wiley, 1994. 202 p. (HF 5549.5 .I6 H57 1994)

“Step by step, [this book] leads you through every phase of an interview, from preparation to effective follow-up. While it covers all the traditional interviewing strategies, this unique guide also explores the psychological roadblocks that can lead to insecurity and defensiveness and tells you how to overcome them. It fills you in on what employers are really looking for in an interview and shows you how to manage your anxiety and present your best professional self.”

42. Medley, Anthony. Sweaty palms: the neglected art of being interviewed. Berkeley, CA: Ten Speed Press, 1992. 254 p. (HF 5549.5 .I6 M3 1991)

“...One thing you will not get in *Sweaty Palms* is canned answers to commonly asked questions. What you will get is specific and detailed information about the interview itself, what to expect, how to prepare, and how to provide yourself with the confidence and knowledge to answer any question the interviewer asks from your own experience and in your own words.”

43. Yate, Martin. Knock 'em dead: the ultimate job seeker's handbook. 1994 ed. Holbrook, MA: Bob Adams, 1994. 302 p. (HF 5549.5 .I6 Y37 1994)

After a short section on resume preparation and a chapter on “hidden” job markets, the author gets down to the real focus of this book—the employment interview. Yate tells you how to get an interview against all odds, how to respond to tough interview questions, how to end an interview gracefully, and how to survive psychological and/or drug tests.

LIFE TRANSITIONS

44. Hopson, Barrie. Build your own rainbow: a workbook for career and life management, by Dr. Barrie Hopson and Mike Scally. San Diego, CA: Pfeiffer & Company, 1993. 289 p. (BF 637 .S8 H614 1993)

“Am I really doing what I want with my life?” If the answer to this question is “no,” this book is designed to help you gain insight into your personal skills, aptitudes, and ambitions. “By carrying out the exercises in this book, you will discover your interests, your transferable skills, your optimum career pattern, and what you feel is most important about your life and work.” Includes an eight-page bibliography of resources on various career issues.

45. Hopson, Barrie. Transitions: positive change in your life and work, by Dr. Barrie Hopson and Mike Scally. San Diego, CA: Pfeiffer & Company, 1993. 80 p. (BF 637 .C4 H67 1993)

This short and easy-to-read book deals with the two main types of transitions in life: stages of personal development, and major life events. The book will help you to “understand when you are approaching and going through a major life transition; identify the stress and potential upset involved in transitions; develop skills and acquire strategies to help yourself and others manage change successfully; and appreciate the opportunities for personal growth and development that transitions present.”

46. Leider, Richard J. Repacking your bags: lighten your load for the rest of your life, by Richard J. Leider, David A Shapiro. San Francisco, CA: Berrett-Koehler Publishers, 1995. 230 p. (BF 637 .S8 L443 1995)

Repacking Your Bags “provides a simple...process to help you separate what’s weighing you down from what you need to find true fulfillment. It shows how to unpack your physical, emotional, and intellectual baggage and repack for the journey ahead. It will help you define and live your own vision of the good life, balancing the four elements critical to personal fulfillment: living in the place you belong, with the people you love, doing the right work, on purpose.”

47. Smith, Maggie. Changing course: a positive approach to a new job or lifestyle. San Diego, CA: Pfeiffer & Company, 1993. 258 p. (HF 5384 .S6 1993)

Written specifically for those who are experiencing a mid-life change in career or life style, this book deals with the following topics: personal finances, understanding the transition process, making the most of the “middle” years, personal relationships and values, job hunting, health care, and finding one’s own personal philosophy.

MANAGING A CHANGING WORKFORCE

48. Evolving workforce demographics: federal agency action and reaction: a special study. Washington, DC: U.S. Merit System Protection Board, 1993. 42 p. (DOC MS 1.2:W 89/6)

“In the late 1980’s a vision of changing workforce demographics beginning in the nineties and continuing into the 21st century was popularized by publications such as ‘Workforce

2000.’ This report looks at what the experts have predicted, the degree to which Federal agencies are expecting or actually experiencing the predicted demographic changes, and what, if anything, they are doing to address them. Finally, recommendations are offered for agencies to consider in dealing with current demographic realities and possible future workforce changes.”

49. Gutteridge, Thomas B. “When careers flower, organizations flourish,” Thomas G. Gutteridge, Zandy B. Leibowitz, Jane E. Shore. Training & Development, November 1993, pp. 24-29.

The authors believe that a systems approach to career development is necessary in today’s complex organization. Trends such as downsizing, reinventing, and “TQM’s emphasis on customer service and continuous improvement...has led to the increasing empowerment of employees, who must be able to make decisions, troubleshoot, and take responsibility quickly and flexibly.” The authors surveyed 1,000 large organizations about their career development practices. The results of this study are reported in this article.

50. Hendricks, Charles F. The rightsizing remedy: how managers can respond to the downsizing dilemma. Alexandria, VA: Society for Human Resource Management; Homewood, IL: Business One Irwin, 1992. 272 p. (HD 69 .S5 H46 1992)

Hendricks states: “Downsizing, the proclaimed cure for what ails American business, has become a dilemma to managers. It has not delivered tangible long-term results; instead it has weakened intangible long-term values. The rightsizing remedy is a wake-up call to managers—particularly human resource practitioners—and employees, alike, on how to respond to the downsizing dilemma by taking a more holistic, intuitive, and most of all, humanistic approach to human resource management.”

51. Reducing the size of the Federal civilian work force. Washington, D.C. : U.S. Congressional Budget Office: for sale by GPO, 1994. 72 p. (DOC Y 10.2:R 24/4)

“Reducing federal employment levels has become an important element in efforts to improve the efficiency of government and reduce its costs. This study examines different methods of reducing federal employment and compares them on the basis of cost and their effects on the work force.” The four main methods of work force reduction compared are RIFs, hiring freezes, early retirements, and cash incentives.

52. Responsible reductions in force: an AMA research report on downsizing and outplacement. New York: American Management Association, 1987. 83 p. (HF 5549.5 .D55 R47 1987)

This report resulted from a survey conducted by the AMA in 1987 in which 1,134 companies responded to questions concerning downsizing in their organizations. The major theme of this report is how reductions in force were handled, and what type of assistance was provided to displaced workers.

53. U.S. General Accounting Office. Federal personnel: employment policy challenges created by an aging workforce. Washington, DC: GAO, 1993. 23 p. (DOC GA 1.13:GGD-93-138)

This report focuses on “workforce aging and...what employers, including the federal government, are doing to address older-worker issues.” The report discusses the aging of the U.S. work force in general, productivity of older employees, lack of older-worker programs in the private sector and government, and the effects of downsizing on older workers. A bibliography is included.

54. U.S. Office of Personnel Management. CSRS and FERS handbook for personnel and payroll offices. FPM Supplement 830-1. Washington, DC: OPM, 1989-- . 1 vol, various pagings. (REF)

“This handbook contains the instructions agency personnel and payroll offices need to carry out their responsibilities under the Civil Service Retirement System (CSRS) and the Federal Employees Retirement System (FERS) basic benefits.” .

55. Bird, Caroline. Second careers: new ways to work after 50. Boston: Little Brown, 1992. 357 p. (HD 6280 .B57 1992)

This book explores the opportunities available for job seekers over the age of 50. Bird discusses a wide variety of career fields. Within each field, she talks about second careers for workers experienced in that particular field, as well as “niches” for newcomers. There is also a fifty-page “Resources” section which lists organizations, associations, and publications for the job seeker.

56. Byron, William J. Finding work without losing heart: bouncing back from mid-career job loss. Holbrook, MA: Adams Pub., 1995. 230 p. (HF 5382.7 .B97 1995)

“If you have suddenly lost your job, Finding Work without Losing Heart will provide invaluable help in dealing with traumas of unemployment. [It shows you] how to focus your job search, why men and women react differently to losing their jobs, how to weave a job-contact network, key principles that others have used successfully to return to work [and] the importance of persistence on the road to reemployment.”

57. Fierman, Jaclyn. “Beating the midlife crisis,” Fortune, September 6, 1993, pp. 52-62.

The author describes how many companies are offering incentives to employees who have hit a plateau in their careers. “Among these [incentives] are additional training, lateral moves, short sabbaticals, and compensation based on a person’s contribution, not title.”

In an era of down-sized organizations, where promotions are less available, employees must re-think their options about moving up, and consider other possibilities such as moving laterally or staying put, or even moving down to a position that “may carry less weight, but promises more growth.”

58. Goldenkoff, Robert. “Re-entering the job market,” Government Executive, September 1994. pp. 66-67

Goldenkoff gives advice to former federal employees who have lost their jobs due to downsizing. He stresses networking as being critical to re-entering the job market, and also emphasizes the need to make prospective employers see the value of prior government service.

59. Hakim, Cliff. When you lose your job: laid off, fired, early retired, relocated, demoted, unchallenged. San Francisco: Berrett-Koehler, 1993. 254 p. (HD 5708 .H35 1993)

“When You Lose Your Job emerged out of the process of talking and exploring options with people who had been laid off, fired, early retired, demoted, or unchallenged. The book explores a viable option for career mobility called the ‘lattice approach.’ A career ladder suggests that there are only two ways to go: up or down. The lattice approach offers many more options, allowing the latitude to move in any direction—to either side, as well as up or down.”

60. Hyatt, Carole. Shifting gears: how to master career change and find the work that’s right for you. New York: Simon and Schuster, 1992, c1990. 271 p. (HF 5384 .H93 1990)

“Do you want or need to make a career change? Are you already in transition between jobs, or just realizing that you have to make a move? Then you are already Shifting Gears, and this book is for you. Based on more than 300 interviews with people in a wide variety of professions,...Carole Hyatt has created a breakthrough program for positive change. With her...result-getting methods you will learn to: adapt to today’s marketplace, determine your work style, identify trigger points—events that necessitate change, understand the 7 most common reasons to be stuck in a rut, examine the 7 obstacles to change and ways to overcome them, and learn the 8 ways to repackage yourself and get that job.”

61. Asher, Donald. The overnight job change letter. Berkeley, CA: Ten Speed Press, 1994. (HF 5383 .A84 1996)

Asher teaches you how to design a letter that makes you “stand out from the crowd”. This book covers letters of all kinds, including letters to friends and networking contacts;

broadcast letters to get past gatekeepers; thank-you letters; continuing interest letters, offer-acceptance and offer-rejection letters; reference sheets and salary histories; and letters of recommendation.

62. Frank, William S. 200 letters for job hunters. Berkeley, CA: Ten Speed Press, 1990. 345 p. (HF 5382.7 .F72 1990)

“200 Letters for Job Hunters has everything you need for a successful job search by mail.... This hands-on, user friendly sourcebook is packed with real-life examples of letters that worked.” There are letters for many different situations including how to network by mail; letters for job hunting at any level—from high school students to CEOs; letters designed to get responses, and letters for special situations, such as applying for unconventional jobs.

63. Kennedy, Joyce Lain. Electronic resume revolution: create a winning resume for the new world of job seeking, by Joyce Lain Kennedy and Thomas J. Morrow. New York: Wiley, 1994. 233 p. (HF 5383 .K42 1994)

This book is written under the premise that millions of job resumes are now being processed by automated applicant tracking systems. The authors’ purpose is to show you “what you need to understand about producing a new kind of resume that can lick any computer and survive to be read by human eyes.” The authors discuss scanners and optical character recognition systems and what effect they might have on a resume. Tips are given on various “keywords” that computers look for when they are matching applicants with a job.

64. Krannich, Ronald L. High impact resumes & letters, by Ronald L. Krannich and William J. Banis. Fourth ed. Woodbridge, VA: Impact Publications, 1990. 246 p. (HF 5383 .K7 1990)

This step-by-step guide to resume preparation, “walks you through two closely linked processes simultaneously in order to develop powerful communications skills: the job search process and the resume and letter writing process.” The book shows “you how to market and manage your written communication for maximum impact.” A nine-page bibliography lists additional career and job search resources.

65. Montag, William E. Best resumes for \$75,000+ executive jobs. New York: Wiley, 1992. 247 p. (HF 5383 .M59 1992)

“Written expressly for managers and executives, this book focuses solely on the resume and cover letter marketing package.... Included are: over 50 real-life resumes and their corresponding cover letters geared to \$75,000 and up management and executive level positions; a cover-to-cover demonstration and comprehensive listing of high-impact words and phrases that can help you write your own resumes and cover letters.”

66. "Paperless resumes," Training & Development, March 1994, p. 14.

Many job-seekers are forsaking written resumes and using other types of media to transmit their qualifications to prospective employers. Resumes are being transmitted via videotapes, e-mail and diskettes. Companies are also using electronic media for outplacing services. In response to corporate downsizing, Westinghouse sends human resource managers at other companies diskettes containing description and qualifications about employees who are seeking new jobs. This short article gives some tips on using paperless resumes.

67. Tepper, Ron. Power resumes. 2nd ed. New York: Wiley, 1992. 227 p. (HF 5383 .T38 1992)

Although Tepper concentrates primarily on power resume writing, he also includes information on the impacts of downsizing on job markets, assessing your skills, analyzing companies to find out if you will fit in, challenges for the fifty-plus, and how to find hidden job markets. 30 power resumes are examined to show strengths, weaknesses, and how they can be improved.

68. Washington, Tom. Resume power: selling yourself on paper. Bellevue, WA: Mount Vernon Press, 1993. 237 p. (HF 5383 .W316 1993)

This book contains many ideas for writing resumes that will effectively communicate your strengths and skills. Examples are given throughout.

69. Your application for federal employment: Standard Form 171. Large print edition. Washington, DC: GSA, Personnel Operations Division, Training and Special Program Branch, [1992?] 51 p. (JK 765 .Y63 1992)

This guide goes through each item on the SF-171, explaining the information required and giving tips on how to produce an impressive, professional looking application. There is a glossary of terms and an appendix which lists Federal Job Information/Testing Offices around the country.

70. Your application for federal employment SF-171 desk guide. Washington, DC: GSA, National Capital Region, Personnel Division, 1991. 35 p. (JK 765 .Y62 1991)

This publication is very similar to the one described in the preceding entry, but it is not a large print edition.

RETIREMENT PLANNING

71. Almanac of the 50 states: basic data profiles with comparative tables, 1990 edition edited by Edith R. Hornor. Palo Alto, CA: Information Publications, 1990. 447 p. (REF HA 203 .A5 1990)

This book is divided into two parts. The first, State Profiles, consists of individual state profiles, each 8 pages in length and presenting data in a standard format compiled from the same sources of information. The second part consists of 54 tables ranking the states in order for a selected characteristic.

72. Berquist, William H., Elinor Miller Greenberg, and G. Alan Klaum. In our fifties: voices of men and women reinventing their lives. San Francisco: Jossey-Bass Publishers, 1993. 200 p. (HQ 1059.5 .U5 B37 1993)

In writing this book, the authors conducted a study of seventy-three men and women between the ages of fifty and sixty. "Each of these men and women was interviewed for one to three hours and was asked to reflect and comment on a variety of life issues ranging from friendship to careers and from sexuality to spirituality." The second half of the book is devoted to work and career, leadership, achievement and failure, reinventing our lives, and preparing for your fifties.

73. Boone, Louis E. and David L. Kurtz. Contemporary personal finance. New York: Random House, Inc., 1985. 620 p. (HG 179 .B627 1985)

In the preface, the authors promise that this is a "readable text with personal finance concepts emphasized by real-world examples." Designed as an undergraduate course resource, it contains chapters on financial planning, managing money, effective buying, purchasing protection, investments, and planning for tomorrow.

74. Bowman, Thomas F., George A. Giuliani, and M. Ronald Minge. Finding your best place to live in America. New York: Red Lion Books, 1982. 337 p. (HT 123 .B6 1982)

Although somewhat dated, this book analyzes 80 major areas across the nation and contains a unique self-evaluation test. It is designed for people who are planning to move, considering a mid-career change, or planning for retirement.

75. Buckley, Joseph C. The retirement handbook: a complete planning guide to your future, sixth revised and enlarged edition by Henry Schmidt. New York: Harper & Row, Publishers, 1977. 364 p. (HQ 1064 .U5B8 1977)

The author states: "My purpose in writing this book is to fill a growing need for background information at the practical level to serve as a guide in planning ahead for better living in the retirement years. Successful planning and preparation for retirement requires a sound knowledge of the basic needs of retirees - financial security, good living arrangements, retirement activities, usefulness, health, recreation, good use of leisure time, companionship, religious experience."

76. Cort-Van Arsedale, Diana and Phyllis Newman. Transitions: a woman's guide to successful retirement. New York: Harper Colleens Publishers, 1991. 334 p. (HQ 1063.2

.U6 C68 1991)

“Retirement is more than a question of finances or family obligations: it involves emotional issues as well, issues which are all too often overlooked. Transitions focuses on these issues. it features specially designed questionnaires that help you understand your own needs and goals, enabling you to face difficult questions.”

77. Federal employees almanac, 1994. 41st annual edition. Reston, VA: Federal Employees News Digest, Inc., 1994. 336 p. (REF JK 671 .F4 1994)

This annual publication gives detailed information on federal employee benefits including health and life insurance, leave policies, pay systems, retirement systems, and veterans' benefits. A new feature in this edition is a historical pay chart showing general schedule pay tables back to 1968.

78. Focus your future: a woman's guide to retirement planning. Washington, DC: American Association of Retired Persons, 1991. 80 p. (HQ 1063.2 .U6 F68 1991)

This retirement planning guide is divided into six areas that women need to focus their long-range planning efforts on: health care, financial security, legal affairs, housing, caring for parents/spouse, and objectives for a successful retirement.

79. “Gauging how golden your golden years will be,” Business Week, May 23, 1994, pp. 126-27.

This articles reviews several software programs designed to help the individual calculate retirement assets and expenses. Included in the review are Rich & Retired, by Data-Tech Software, Price Waterhouse's Retirement Planning System, and Retire ASAP, by Calypso Software.

80. A handbook for attorneys on court-ordered retirement, health benefits and life insurance under the Civil Service Retirement Benefits, Federal Employees Retirement Benefits, Federal Employees Health Benefits, Federal Employees Group Life Insurance Program. Washington, DC: U.S Office of Personnel Management, Retirement and Insurance Group; for sale by GPO, 1995. 141 p. + 1 3.5” diskette. (DOC PM 1.8:AT 8/995)

“This publication contains the Federal statutes and regulations applicable to court orders affecting retirement benefits under the Civil Service Retirement System and the Federal Employees Retirement System (FERS). The publication also includes the statutes and regulations describing the conditions under which a former spouse's Federal Employees Health Benefits coverage may be continued after a divorce, as well as the statute under which an employee or former employee may make an irrevocable assignment of his or her Federal Employees Group Life Insurance coverage.” Includes a 3.5” diskette containing the model language that may be used in drafting court orders.

81. Kuhn, Susan E. "What it takes to retire today," Fortune, December 26, 1994, pp. 113-120

Kuhn gives some basic advice about retirement investments, including stocks, bonds, 401(k) and 403(b) plans, and IRAs. She also discusses the tax liabilities of these options.

82. Lamb, Tony and Dave Duffy. The retirement threat. New York: St. Martin's Press, Inc., 1977. 177 p. (HQ 1062 .L29 1977)

"If you're in your forties, it's not too late. If you're in your fifties, you'd better hustle to make up for lost time and start planning your retirement years. If you're in your sixties or over, you've probably got problems-even if you don't know it-and this book may be your last best hope." Although this title was published in 1977, the author's no-nonsense approach to planning for retirement makes it still worth reading.

83. Olcheski, Bill. Your retirement: how to prepare for it, how to enjoy it. 5th ed. Federal Employees News Digest, 1994. (JK 791 .O43 1994)

This guide, for both CSRS and FERS employees, covers issues such as health and life insurance, retirement options, Social Security, survivor benefits, and post-retirement employment.

84. Petras, Kathryn. The only retirement guide you'll ever need, by Kathryn and Ross Petras. New York: Poseidon Press, 1991. 544 p. (HG 179 .P448 1991)

This comprehensive guide covers all aspects of retirement: financial goals and planning, health and life insurance, estate planning, housing options, post-retirement employment, and travel and leisure. There is a short chapter on "early retirement," and several appendices which list resources (associations, government agencies, publications) for retirees.

85. Pre-retirement planning for women: program design and research, Christopher L. Hayes, Jane M. Deren, editors. New York: Springer Pub. Co., 1990. 170 p. (HQ 1064 .U5 P682 1990)

As the title suggests, this book is a research-oriented work that deals with the design of pre-retirement planning programs for women. It is not a "how to" manual for women to follow in planning their retirement. Still, there is valuable information in this book, both for female employees who are thinking about retirement planning and for employers who are designing retirement planning programs for women. The book deals with such issues as financial security, social and emotional issues facing women, and health care.

86. Rosenberg, Lee. Retirement: ready or not! How to get financially prepared—in a hurry. Hawthorne, NJ: Career Press, 1993. 246 p. (HG 179 .R676 1993)

Retirement: Ready or Not targets a specific audience—those individuals in their 50s and 60s who are nearing retirement age, but have done little financial planning for life after retirement. Specific topics dealt with in this book include: Social Security, medical insurance needs, investments, managing real estate, and early retirement.

87. Shank, Howard. Managing retirement: the surprising opportunities and challenges. Chicago: Contemporary Books, 1985. 252 p. (HQ 1062 .S53 1985)

This book deals entirely with the emotional and psychological aspects of retirement rather than the practical matters of health, finance, insurance, etc. The author discusses the following issues: how to deal with the sense of loss that is experienced upon retirement, how to be with your spouse on a full-time basis, post-retirement employment and how to prepare your emotions for retirement.

88. Social Security Handbook 1993. 11th ed. Washington, DC: U.S. Dept. of Health and Human Services, Social Security Administration, 1993. 517 p. (HD 7123 .S672 1993)

“This edition of the Social Security Handbook reflects the provisions of the Social Security Act...as amended through December 31, 1992, regulations issued under the Act, and precedential case decisions (called Rulings). It is intended to summarize information about the Federal retirement, survivors, disability, supplemental security income, health insurance, and black lung programs. It also contains brief descriptions of related programs. The purpose of the Handbook is to help people understand how these programs operate, who is entitled to benefits, and how to obtain these benefits.”

89. Thomas, G. Scott. The rating guide to life in America's small cities. Buffalo, NY: Prometheus Books, 1990. 538 p. (REF HA 214 .T46 1990)

The Rating Guide gives information on 219 U.S. “micropolitan” areas - cities with 15,000 to 50,000 residents and their surrounding territories. Each community is graded on its performance in ten clearly defined classifications: climate/environment, diversions, economics, education, sophistication, health care, housing, public safety, transportation, and urban proximity.

90. U.S. Office of Personnel Management. Information for annuitants on the Civil Service Retirement System (CSRS). Washington, DC: OPM, 1993. 47 p. (Vertical File: Retirement)

This pamphlet answers the questions that are most frequently asked by civil service annuitants and their families. The questions are broken down into four broad categories: general information; special information for disability annuitants; returning to work in the federal government; and death benefits for survivors.

91. U.S. Office of Personnel Management. Information for FERS annuitants.

Washington, DC: OPM, 1990. 55 p. (Vertical File: Retirement)

This pamphlet explains the basics of Federal Employees Retirement System (FERS) benefits. It covers questions such as how the FERS benefit is computed, cost-of-living adjustment, special retirement supplement, re-employment, taxes and other deductions, disability benefits and death benefits. The pamphlet is designed to be used in conjunction with other pamphlets describing social security benefits and the Thrift Savings Plan.

92. Uris, Auren. Over 50: the definitive guide to retirement. New York: Bantam Books, 1981. 611 p. (HQ 1062 .U74 1981)

This text is 14 years old but it is extremely comprehensive and contains some unique information. There is a whole chapter entitled, "Leaving Your Job," which even includes tips on farewell speeches.

93. Wang, Penelope. "How to retire with twice as much money," Money, October 1994. pp. 77-84.

A nationwide poll shows that less than 50% of people surveyed have an adequate investment plan to provide the funds that they will need for retirement. Penelope Wang provides some investment strategies to help people amass the amount of money they will need to retire comfortably.

94. Your civil service retirement system employee handbook. Washington, DC: Office of Personnel Management, 1993. 1 volume, various pagings. (DOC PM 1.8:R 31)

This booklet gives information on basic aspects of the CSRS such as:

- meeting age and service requirements for retirement
- crediting of civilian and military service
- survivor benefits
- computation of annuities
- health and life insurance benefits
- preparing and applying for retirement
- how your retirement application is processed, and
- retirement application forms you might need.

95. Brown, Peter C. Jumping the job track: security, satisfaction, and success as an independent consultant. New York: Crown Trade Paperbacks, 1994. 301 p. (HD 69 .C6 B76 1994)

Peter Brown's objective is to help you determine two things: "(1) whether the independent life is right for you, and (2) how to make a success of it." The first part of the book explores the experiences of people who have decided to pursue independent consulting, and the second part

details the “nuts and bolts” of setting up your own business.

96. Maddox, Rebecca J. Inc. your dreams. New York: Viking Penguin, 1995. 263 p. (HD6072.5 .M33 1995)

“Through a series of provocative exercises and activities, this book will help you to examine your experiences, resources, relationships, feelings about money, physical being, and spiritual beliefs—with the ultimate goal of creating a customized action plan for success in business and life-work balance. Inc. Your Dreams offers a practical and inspiring approach for individuals who aspire to business ownership as well as for those reassessing their current business.”

97. Silver, David A. Enterprising women: lessons from 100 of the greatest entrepreneurs of our day. New York: AMACOM, 1994. (HD 6054.4 .U6 S55 1994)

Silver profiles 100 top women entrepreneurs and the paths they followed to create business that are now each worth over 10 million dollars. “Only five of the subjects...launched their businesses with professional venture capital; the rest got off the ground through sweat equity, supplier financing, and/or loans from family and friends.”

SURVIVAL IN THE CHANGING WORKPLACE

98. Bridges, William. JobShift: how to prosper in a workplace without jobs. Reading, MA: Addison-Wesley, 1994. 257 p. (HD 5724 .B62 1994)

Bridges bases this book on his theory that “jobs” as we know them are rapidly disappearing and the worker of the future will have to be skilled in :finding and doing work in a world without clear-cut and stable jobs.” The book is divided into three parts. Part One studies the social, economic and technological forces that have put the job on the list of endangered species. Part Two is a career guide for the 21st century worker, and Part Three outlines what the dejobbed organization will have to do to accommodate the dejobbed worker, as well as what society itself needs to do to respond to the new worker’s needs.

99. Clarke, Caroline V. “Reinvent yourself!” Black Enterprise, February 1994, pp. 92-98

According to Clarke, “the days of making a career in the same field, company or industry, choosing a mentor, finding a ladder and climbing step by step up to the executive penthouse—are gone. The new reality is that to keep moving forward you may need to drop back a few steps, accept lower pay, work on contract, start your won business or return to school” Clarke presents four case studies of individuals who have successfully reinvented their careers.

100. Henkoff, Ronald. “Winning the new career game,” Fortune, July 12, 1993, pp. 46-49.

Henkoff gives the following advice to managers and professionals who are vulnerable to being downsized or reinvented out of a job: “Brace yourself for a future that may include

consulting...running your own business, working from home, returning to college, shifting careers, or all of the above.” He profiles several individuals who have successfully reinvented their careers, and gives some tips for preparing yourself for career upheavals.

101. Kiechel, Walter. “A manager’s career in the new economy,” Fortune, April 4, 1994, pp. 68-72.

This thought-provoking article gives some possible scenarios of the workplace of the future. While there are different theories on the direction organizations will take in the future, all of the experts queried agree on one overriding principle—for an individual “to succeed in the world emerging, [one must] greet with open arms changes wrought by information technology, which will drive the new economy as manufacturing did the last, and agriculture the one before.” Several experts offer tips for surviving in the new economy.

102. McDermott, Lynda C. Caught in the middle. Englewood Cliffs, NJ: Prentice Hall, 1992. 299 p. (HD 58.8 .M34 1992)

In the preface to this book, the author quotes Peter Drucker’s estimate “that by the end of the twentieth century, technological changes and competition will have removed half of the management layers and two-thirds of the managers of today’s corporations.” McDermott has written this book “primarily for people who have middle management jobs they want to keep; who are looking for help on how to be more effective, and less frustrated and fearful; and who want to be more successful and satisfied by their work.”

103. Stewart, Thomas A. “Planning a career in a world without managers,” Fortune, March 20, 1995, pp. 72-80.

The author describes the changing workplace and how to reinvent yourself to take advantage of these changes. He stresses that we are moving from a workplace where traditional jobs were the norm, to a new environment where “projects are conceived, staffed up, completed, and shut down.”

APPENDIX I

THE COMPETITIVE PROCUREMENT PROCESS

Introduction

The appendix focuses on competitively negotiated career transition procurement for a firm, fixed price; such procurements are undertaken through negotiation and competitive bidding. The principles used for large competitive contracts described here are also appropriate for other types of procurement in that they provide a carefully thought out and systematic process to follow in carrying out the project.¹ This appendix was written to provide the novice with information in order to understand the major problems which can occur in securing a contract for products and services.

The first section of the appendix introduces the procurement process and discusses the need for careful planning and establishment of a management structure to provide overall direction to contract projects. It discusses the key responsibilities of the project management team in initiating a career transition procurement through the Request for Contract (RFC).

The appendix then moves directly to the heart of the procurement process: preparation of the Request for Proposals (RFP), the primary procurement vehicle. Here the guide addresses the purposes and preparation of the RFP, details what-to-do guidance for drafting the statement of work, which is the key component of the RFP, and discusses the communication of the RFP. The next section provides detailed how-to-do instructions for evaluating the proposals, making the final selection of the contractor, negotiating the technical features of the selected proposal, and providing feedback to the unsuccessful bidders. Finally, the guide highlights the essential features of contract administration. Emphasis is placed on the Contracting Officer's technical representative (COTR) responsibilities in contract monitoring. This section on competitive procurement concludes with information about how to evaluate contractor performance. The sub-appendices provide information, instructions, and forms to help users carry out the various technical phases of the procurement process.

¹ Selected narrative in this guide borrows from Anderson, C.H. (1984) How to contract for personnel measurement projects. Washington, DC: OPM. OPRD Report 84-1.

I. Organizing and Planning the Procurement Process

The Procurement Process as a Whole

The responsibility for the various sub-phases of the procurement process is shared by an organization's originating program office and its procurement office. The program office has responsibility for the technical aspects of the contract, and the procurement office has responsibility and final authority for matters pertaining to contract procedures, regulations, and administration.

For most levels of Government the procurement process can be portrayed as a series of actions that begins after the decision has been made, based on considerable planning, that an organization's need can be met by a contract, and ends with the performance of a contract. Each phase consists of a number of sub-phases; the entire sequence leads up to the final acceptance of the services and products and the closing of the contract with final payment to the contractor. The total process is depicted below in three phases:

1. Presolicitation Phase

- o Developing the procurement plan
- o Developing the Request for Contract (RFC)

2. Solicitation and Award Phase

- o Preparing the Request for Proposals (RFP)
- o Solicitation, publishing the synopsis, issuing the RFP, proposal conference
- o Evaluating the proposals
- o Selecting sources for negotiation: determining of sources in competitive range; negotiating with sources in competitive range
- o Award

3. Post-Award Administration Phase

- o Monitoring of performance
- o Directing of the technical effort
- o Accepting performance (services and products)

Establishing a Project Management Team

Rationale and Composition of Team. A temporary project management team should be established in the functional program office to manage the technical aspects of the procurement with the procurement office. The project management team should consist of a director, designated as the COTR, one or two technical support staff, clerical support, and other members, as appropriate. The project officer should normally be a senior personnel management specialist with a strong background in career transition (when available) and project management, and should have an operational knowledge of various career transition areas.

Responsibilities. The project team has responsibility for the following functions during the life of the contract:

- o Providing project guidance to the procurement office as to program policy;
- o Developing the overall procurement plan;
- o Developing a prospective bidders' list (important for small contracts as well);
- o Developing a proposal evaluation plan and carrying out the actual proposal evaluation function;
- o Reviewing and monitoring contractor performance, and approving services and products; and
- o Reporting and publicizing project accomplishments to the organization's top management and other interested parties.

As services and products are provided by the contractor, the project team assumes the responsibility for the distribution and use of the contract services and products.

Initiating the Contract Procedures Through the Presolicitation Plan Activities

Once the project team is established, the COTR should consult with the organization's Contracting Officer (CO) about the pending project. Normally the latter person will designate a staff member to work with the COTR. Early consultation by the COTR with the contract negotiator will allow the details of the procurement to be worked out and enough time to be allocated to accommodate any program changes that may arise or become desirable during the procurement process.

Developing the Procurement Plan

The next task is to develop the procurement plan. The plan will serve as an advance

agreement between the project management team and the procurement office about how and when the procurement is to be accomplished. It can also serve to define problem areas early and preclude delay in awarding the contract. Many Government offices have policies or regulations that require the program office to develop and submit a procurement plan to the procurement office along with a formal request for contract. The plan should be prepared and signed by the COTR and the contract specialist and concurred in by the CO. Everything coming afterward is predicated upon it; it determines the direction of the procurement process.

The COTR and the contract specialist should jointly identify the technical and business actions necessary to effect a timely and proper contract. The COTR should define the program requirements and the objectives of the project. Predicated on these, considerable thought and development should be given to (a) development of a detailed description of the work to be done, called the statement of work; (b) estimated project costs; (c) avenues of publication of the solicitation for bids and synopses of procurement requirements; (d) proposal evaluation factors; (e) special clearances; and (f) procurement planning schedules. A brief discussion of each of these-key components of the procurement plan follows:

Statement of work. This states what the contractor and the organization are to accomplish. It should be subject to only one possible interpretation, so that the COTR will have no difficulty in assessing contractor compliance. For purposes of the plan, the statement of work should provide a broad nontechnical statement of the work objectives. It should provide the tasks or activities the contractor is to perform to accomplish the objectives; set forth the phases of the project; note any technical reports and any professional and legal guidelines the contractor must follow; provide reporting requirements, noting the kind, purpose, application, and frequency; and list the end services and products required, with a description of the areas that workshops, career counseling, reports and other written materials are to cover and the criteria or standards by which they will be judged to be acceptable.

Estimated project costs. A firm fixed-price career transition contract procedure is recommended for applied career transition projects because: (a) most Government organizations budget or allocate a one-time-only, fixed dollar amount for career transition projects when their need becomes known, (b) the actual cost of most career transition projects can be accurately estimated, and (c) end services and products can be specified. Under a firm fixed-price contract, the contractor guarantees the performance of the contract at a firm price. For this reason the COTR needs to make an accurate estimate of the project costs so that potential contractors will be willing to assume the risks involved in guaranteeing their performance. For the most part in career transition programs, cost estimates are based on the staff hours required to develop a product or service and the staff required to deliver those services. However, there may be other costs and these must be estimated. For example, if the contract is to develop a resource library, the cost of this library must be considered. Likewise, if the contractor is to develop a computer system for career assessment, these costs must be included. (This would include the licensing fee for example for utilizing Career Point or other commercial computer programs to assess employee competency.) It is usually pointed out in the RFP that this information is given for advisory purposes only and does not necessarily set

any arbitrary limitations on the potential contractor's proposal.

Synopsis of procurement requirements and publication of solicitations. At all levels of Government the policy is to obtain maximum competition. One of the devices employed to attain this end is to publish synopses of proposed procurements. When such an advance notice is to be published, the COTR should develop and submit to the procurement office a synopsis of the project objectives, major activities to be accomplished, and the factors to be used in evaluating prospective contractor capabilities. The CO will forward this synopsis to the appropriate source for publication.

Proposal evaluation factors. Each agency has its own policy in regards to evaluating proposals. Normally, the COTR will assist the CO in all aspects of this evaluation except for the actual proposed costs. The CO will evaluate the cost factors of the proposals.

Special approvals and clearances. In many Government organizations, certain procurement actions require approval before a request for proposal action is to be taken. Timely requests for approval of these actions will assist in the initiation of the procurement process. Most COs are precluded from processing the procurement until appropriate approvals have been obtained. COTRs should become informed about those items requiring special approval which are appropriate to their organizations.

Planning schedule. The major phases and time frames required to accomplish the procurement should be planned jointly by the COTR and the contract specialist. Several key objectives are listed below to provide a guide for developing a schedule and to serve as an overview of the sequential actions required in a typical career transition procurement situation. An outline of a planning schedule is shown in Table 1.

TABLE 1

PLANNING SCHEDULE FOR COMPETITIVE PROCUREMENT		
Objective:	Planned Completion Date	Actual Completion Date
Request for contract		
Special program approvals and clearances		
Synopsis released for publication		
Request for proposals released		
Preproposal received		
Proposals received		
Technical evaluation completed		
Negotiation completed		
Contract award		
Debriefings conducted		
Monitoring plan developed		

Developing the Request for Contract (RFC)

The RFC is the formal purchase request. Prepared by the project team, it contains the program office's requirements and completes the presolicitation phase. Naturally the format and approvals needed for contracts vary at all levels of Government. The information in the request should include the following elements as a minimum in order to inform the CO about the pending nature of the project:

Purpose. This is a brief statement of the nature of the project. See the main body of the Guide for a list of possible career transition projects.

Background. This is a statement of the reasons for the procurement, including prior, present, and planned efforts that relate to the project.

Reference materials. This is a list of such items as research studies, reports, legal guidelines, regulations, and other data to be made available to the contractor. The OPM Mainstreet Bulletin Board contains extensive lists of materials.

Statement of work. This is a description of the technical requirements to be included as part of the RFP. It must be in such detail that full and free competition may be sought. The description should include (a) the objectives of the project, (b) the approach or methodology to be used, and (c) the extent or degree of work to be undertaken. The statement of work must have sufficient detail to permit prospective contractors to formulate responsive replies, and should include phasing of the work requirements whenever possible. It must include a complete description of required technical reports and any other services and products and their due dates. The development of the statement of work is treated separately and in much greater detail in the next section.

Period of performance. This is a statement in months or other appropriate time periods of the estimated time needed to complete the total project. Where applicable, time periods for individual phases should be provided.

Estimate of the level of effort. This consists of estimates of the staff months and other resources needed to complete the various phases of the project. This estimate is of paramount importance in fixed price contracts or where the organization has a fixed amount of money to purchase career transition services and products. The prospective contractors need a realistic statement of the level of effort required in order to develop realistic cost proposals.

Special provisions statement. This is a detailed description of any services or materials to be provided by the organization to the contractor to perform the required work.

Estimated cost and fund citation. This is a statement of the total estimated cost of the project and any costs by phase. The statement must be accompanied by a certification of the availability of funding, giving appropriations codes and accounting information.

II. Preparing and Issuing the Request for Proposals

Acceptance by the CO of the project office's RFC signals the end of Phase I of the procurement process and the beginning of Phase II, Solicitation and Award. Certain components of Phase II, involving primarily the statement of work furnished in the RFC by the project management team, are so critical to the overall success of the procurement that they deserve separate and detailed treatment. This section introduces users to the key procurement document, the RFP, and focuses on the development of the statement of work for career transition contracts. Specific guidance, accompanied by various aids for planning, preparing, and writing the statement of work is outlined for users. Publicizing and communicating the RFP to prospective bidders is covered to show the sequence of events and the role that technical personnel play in these events.

The Request for Proposals (RFP) as a Whole

Definition, Purpose, and Functions. The RFP is the organization's solicitation of offers from prospective contractors to provide a system, model, service, or career transition research product under a negotiated contract. Its main purpose is to provide prospective contractors with the information they need to prepare proposals that are complete and responsive. In addition to communication with contractors, the RFP provides a basis for (a) the development of the proposal evaluation and selection plan, (b) the development of the project monitoring plan, and (c) the assessment of the accomplishment of the project objectives.

The CO is responsible for the development, preparation, and issuance of the RFP. It is prepared from the information contained in the RFC with assistance by the COTR as required. Again, clarity and completeness are indispensable elements of effective solicitations. By helping to assure these, the COTR and the other members of the project management team can contribute to the success of the solicitation.

The RFP consists of the following items:

1. A statement of work (formal description of the work to be done);
2. A list of services and products to be delivered;
3. A schedule of performance;
4. Any special requirements or unusual circumstances affecting the procurement;
5. A list of evaluation factors and their weights; and
6. Proposal preparation and submission procedures.

Developing the Statement of Work

Probably no aspect of the procurement process has received less attention than the statement of work. Some statements have been so complex that contractors could not fully comprehend all of the requirements. Yet the statement of work is the heart of procurement. Many procurement problems can be traced to inadequacy of the statement of work, in approach, terminology, or content. The final statement of work is the one agreed to between the organization and the contractor and included in the resulting contract.

The statement of work evolves through a number of stages. A statement of work is first incorporated into the RFC prepared by the COTR. The RFC is received by the procurement office, and is used by the CO as the statement of work in the RFP. A second statement of work is proposed by the contractor, which states the manner in which the contractor will perform the work. It identifies his/her understanding of the goals and objectives of the project and his/her approach to accomplishing the project. It sets forth the proposed methodology, with an accompanying identification of contractor experience and capabilities in the technical area. It informs the Government organization of what work will be conducted, how it will be performed, and who will do it. All these documents taken together describe the career transition effort and results to be accomplished, the methods by which the organization determines that its requirements have been met, and the technical and management data to be delivered.

The project management team must prepare an initial statement of work that is adequate for the organization, adequate for procurement purposes, and adequate for prospective contractors. The statement of work must be constructed by the project management staff and then by contracting personnel so as to allow flexibility to the contractor in developing his/her proposal and in the actual contract performance.

The technical requirements of career transition projects can be somewhat difficult to describe. A statement of work that is too narrow may unwisely restrict the efforts of the contractor to meet a firm fixed price. Conversely, it may be too broad to be priced. The statement of work should be definitive enough to protect the organization's interest and yet broad enough to allow for the contractor's creative effort to be added to the program.

Staff of the project management team should assure that objectives and performance requirements in the statement of work are completely and clearly written in standard English to the fullest extent practicable under the circumstances. Technical language need not be completely eliminated, but it should be reduced to the essentials required to describe the task. Technical verbiage which obscures the real requirement should be avoided because it may affect the number of good sources willing and able to respond.

Preparing the Statement of Work. In preparing a statement of work three considerations are (a) the development of a precise statement of the objectives sought, (b) the work to be performed in reaching those objectives, and (c) a description of work increments or work

progression (phases). (The principal reason for specifying project phases is to provide an easy means of monitoring the contract. Should it become apparent that time extensions are necessary, it is much easier for the procuring organization to identify the needed adjustment and the reason the need for it occurred, and to provide for adjustments. Phasing is also of value in the event of contract termination. And finally, phasing is useful for defining factors for proposal evaluation purposes.)

A precise statement of work is sometimes very difficult to write. The statement of work must be sufficiently precise for the contractor to interpret correctly the detail of the requirement from the statement of the proposed effort. Since cost estimates are not normally provided in firm fixed-price contracts, it is essential for the COTR to furnish the CO an estimate (based on the statement of work provided) of the amount of staff effort necessary to complete the project. (See previous discussion on cost estimates.)

Whenever possible the contractor should be allowed some latitude in working out the requirements which have generally been set forth in the statement of work. Yet within the same framework the contractor should not be given too much freedom to perform as he/she pleases, since then any amount of services conducted and products completed could be considered complete performance under the contract.

The project management team must have a sound means of evaluating and determining the acceptability of contractor performance. Depending upon the type of career transition project, the items listed below should usually be addressed in the statement of work.

Background information. The statement of work should provide a clear understanding of the requirements and how they evolved. Therefore, a general description of the objectives and desired results should be provided. Include a brief summary of appropriate organizational statutory program authority, major programs, and goals. Describe the relation of the effort to the major program goals. Set forth professional and legal guidelines to be adhered to by the contractor, such as privacy concerns.

Technical considerations. Describe procedures such as needs assessment design techniques, job skills mix needed in the future, results of previous related work, and interfaces which may influence the contractor's efforts or direction of approach.

Specific requirements. Provide a detailed description of the technical requirements and subordinate tasks and activities.

Standards for evaluation of the effort. These parameters will serve at least four purposes: (a) prevent the contractor from drifting into areas not pertinent to the effort; (b) evaluate the results of the work in progress and completed; (c) assist in defining whether subsequent changes or redirection of effort fall within the original scope of work; and (d) assist the project management team in monitoring the progress of the work.

The services and products the contractor is to deliver at specified time and upon completion of the contract. Include details concerning the type and quantity of deliverables, such as procedures, models, instructions, documentation, and reports or other data.

Estimate of professional and technical staff years, or other staff measures of effort, to perform the required work. These should be included to establish a base for realistic costing.

If there can be more than one interpretation of the statement of work requirements, it can be assumed the contractor will select the one most favorable to himself or herself. A checklist is provided at Appendix I1 to help determine the adequacy of the statement of work.

The statement of work will include a description of the services and products that the contractor will be required to make. These will include routine progress and interim reports but also include technical or scientific evaluation reports as an end product of the contractual effort.

Writing the Statement of Work. The difficulties of writing a good statement of work are very similar to some of the difficulties of writing an article for a scientific or technical journal. Common faults include sentences and paragraphs which are too long and unwieldy, unnecessarily abstract words, vague and ambiguous terms, and excess and unrelated material. Consistency in terminology will contribute to clarity and usefulness.

If the writer is uncertain as to whether or not particular material should be included, answers to the following may help make the determination:

- o Does it tell the contractor what he/she is required to do?
- o Is it necessary in order for the contractor to determine what is required of him/her?

Even when the statement of work is developed by career transition professionals, and is expressed in technical terms, it is still subject to the rules of contract law. It is an integral part of the contract and subject to all the rules for drafting and interpreting contract instruments, which are the responsibility of the CO.

Publishing and Communicating the RFP

Sources for Solicitation. The CO will publicize the RFP. This is done according to rules and regulations appropriate to each Government agency. For career transition contracts the synopses usually state briefly that the organization is interested in work which is described, and further request that any firm interested in performing the work may request a copy of the RFP. The synopsis provides the office address and phone number to which inquiries may be communicated. Another device available to an organization is to publish an advance notice of its interest in certain applied career transition areas.

These notices may be published in personnel, human resource management, psychological, educational, or special journals, and in association newsletters. Through this mechanism, potential contractors learn of the organization's requirements and are given an opportunity to submit information demonstrating their capabilities in a specific career transition area.

Conferences with prospective contractors. There are many opportunities for misunderstanding between procuring organizations and proposing contractors when career transition projects of unusual complexity are being procured. In many cases, regardless of the care with which an RFP is prepared, it can be misunderstood. Two types of conferences can be held that can help assure the success of the procurement.

The presolicitation conference. This affords the organization an opportunity to explain and clarify requirements and specifications to the prospective contractors before the RFP is issued. The presolicitation conference may, for example, be helpful in providing the following information to them:

- o Background information about up-to-date accomplishments in a career transition area, problems of a particular area, and expected payoff of future undertakings and
- o Information as to the nature and size of the procurement that may generate wider competition from contractors; information about the objectives of the procurement being initiated; and additional information for the organization about contractor views.

The preproposal conference. This is held after the RFP is issued but before proposals are received. It has the following advantages:

- o Permits the organization to clarify complicated statements of work or specifications by the use of models, graphic displays, narrative explanations, and answers to questions;
- o Provides a means of identifying ambiguities, errors, or omissions in the RFP that can be corrected with a written amendment;
- o Permits further explanation of the criteria to be used in evaluating the proposals; and
- o Affords prospective contractors an opportunity to assess the size and complexity of the procurement and its potential risks before making a final decision to submit proposals, and, in fact, to question the proposal itself.

The times and places of these conferences are announced in the synopsis and, in the case of the preproposal conference, prospective attenders are sometimes invited to submit questions concerning the RFP in advance of the conference. The CO is responsible for the overall conduct of the conferences, with the COTR and the project management team having the responsibility for the technical aspects. Usually a transcript of the conference, including questions and answers, is provided to all attenders, and in the case of the preproposal conference it is made clear to the attenders that any modifications to the RFP will be made in writing and furnished to all interested proposers.

Supplying Information to the Potential Contractor

Great care must be exercised in providing information to a potential contractor. All such information must be cleared by the CO. All potential contractors must be afforded equal opportunity to participate in Government procurement if they are properly qualified. Once prospective sources have been solicited for a proposed procurement, all of them should be provided with identical information, and no action should be taken that might afford one firm any advantage over the others. These fundamental policies apply to all procurement. They are the basis for many of the Government procurement regulations and procedures such as those that concern developing the source list, handling requests from unsolicited firms, amending the RFP, and notifying unsuccessful offerors.

During the interval between issuance of the RFP and award of a contract, discussion of the procurement with prospective contractors and the transmission of technical and other information should be conducted only by designated personnel. These personnel usually are the COs, negotiators, their superiors, other designated contract personnel, or legal counsel (with respect to legal matters). RFP's often define a contact point within the procuring activity through which prospective contractors must obtain any additional information during the solicitation and preaward period. If a preproposal briefing is considered necessary to discuss the procurement or to transmit information to the sources solicited, it should be arranged for and monitored by cognizant contracting personnel. Similarly, during the period from solicitation to award, all correspondence to and from prospective contractors should emanate from or come directly to the CO.

In the course of any meetings, communications, or discussions with firms arranged during this period, contract personnel must avoid volunteering nonessential information about a procurement which, if assimilated with other information, might afford one firm an advantage over its competitors. In addition, under negotiated procurement, contract personnel should not disclose to any persons or firms outside the agency any procurement information that might in any way give one an firm advantage over another. Furthermore, the disclosure of such information within an agency should be on a "need to know" basis only.

Modifying the RFP

If the requirements of a proposed procurement change materially during a solicitation, the COTR is responsible for furnishing the procurement office with a formal revision to the original RFC (or purchase request) detailing the changed requirements. The CO then prepares and sends all the solicited firms an appropriate private amendment to the RFP. Amendments are also used to correct or clarify ambiguities, mistakes, or omissions uncovered during the solicitation period. If a potential contractor requests additional information on a proposed procurement which, if granted, could give him a competitive advantage, the information must be provided to all firms solicited. Whenever a revision or amendment is necessary for any of these reasons, consideration must be given to extending the closing date for receipt of proposals so that prospective contractors will have enough time to prepare and submit revised offers.

Amendments to the RFP generate additional administrative effort and costs for both the procurement office and prospective contractors. They can also delay contract award and the contractor's subsequent performance, and should therefore be avoided whenever possible. The incidence of such amendments can be minimized by careful procurement planning; by releasing technical information and modifications that are clear, accurate, comprehensive, and expected to remain unchanged in the immediate future; and by carefully reviewing all procurement requirements prior to their release for contractual action.

Maintaining the Confidentiality of Information Supplied by Prospective Contractors

One of the most important administrative responsibilities of the COTR and other project personnel during the preaward period is maintaining the confidential nature of information submitted by prospective contractors in their proposals. This is a prerequisite to sound procurement since, if one contractor receives information that gives an advantage over another contractor, the competition is unfair. Furthermore, prospective contractors may be unwilling to provide the organization with information about the operations of their companies unless they are assured that the confidentiality of these data will be kept.

Prospective contractors may use a legend or stamp to mark each sheet of technical information they wish to restrict; procurement personnel may not refuse to consider any proposal merely because the information submitted with it is marked in this way. Information which is so marked can be used only to evaluate proposals and may not be distributed outside the procuring organization without the written permission of the contractor.

III. Evaluating Proposals and Selecting a Contractor

Impartial evaluations of proposals are a basic requirement of Government procurement. Such evaluations are not always easily achieved. The CO will layout the process and procedures for doing this in accordance with agency policy.

The Proposal Evaluation Plan as a Whole

The key to an effective proposal evaluation is a systematic plan for carrying it out. Without a well developed, comprehensive plan, a timely and impartial evaluation is nearly impossible. A proposal evaluation plan consists of a list of those activities that must be accomplished by the persons responsible for evaluating the proposals received in response to the RFP. The plan should also encompass the time frames for accomplishment of the activities, and the responsible parties.

Drafting of the evaluation plan should begin along with the determination of the evaluation factors, at about the same time as the statement of work is prepared for the RFC, since the statement of work will contain valuable information bearing on development of the evaluation procedures. Decisions concerning evaluation time frames should be made in relation to those established in the overall procurement plan and the contents of the RFP. Here is a sample proposal evaluation plan:

TABLE 2

SAMPLE PROPOSAL EVALUATION PLAN		
Objective*:	Planned Completion Date	Actual Completion Date
Technical evaluation factors established ^{1,2}		
Proposal evaluation rating procedures developed ¹		
Proposal evaluation panel established ¹		
Proposal evaluations conducted ¹		
Proposal negotiations completed ^{1,2}		
Award of contract and post-award instructions completed ^{1,2}		
Unsuccessful bidders briefed ^{1,2}		

* Responsible party in the order listed: ¹ COTR ² CO

Establishing Technical Evaluation Factors

There are several ways to evaluate proposals; these are dependent upon the agency's policies. If a factor weighting system is used, evaluation factors and their weights must be carefully defined by the COTR and project management team at the time of initiation of the procurement request. They will serve as the standards for evaluating all proposals.

The RFP must inform contractors of all evaluation factors and of the relative importance of each, although stating a numerical weighting formula, if used, may be optional. Evaluation factors must be described fully enough to inform contractors of the significant matters which should be addressed in their proposals. No factors other than those set forth in the RFP as the evaluation factors must be used in the evaluation of technical proposals, and these factors must not be modified except by a formal amendment to the RFP.

For career transition projects involving a firm price, the following evaluation factors provide a solid basis for the development of more detailed and objective evaluation procedures for rating of the proposals in Table 3. Price considerations are generally made by the CO; where there are equally qualified competitors, price usually will be the determining factor as to what firm will receive the contract.

The weights associated with these factors are for illustrative purposes. It may be desirable to tailor the weights of the same factors from one project to another for some career transition programs. This is a matter of judgment on the part of the COTR, depending upon the circumstances of a particular procurement. For example, it may be known sometimes that the contractors likely to bid on a particular project are all highly qualified to perform the work. In this case it may be desirable to give more weight to the time and cost factors than to technical factors in conducting the evaluation. But in the majority of evaluations, technical considerations should prevail.

TABLE 4

EXAMPLE OF RATING PROCEDURE			
DIMENSION	WEIGHT	SCORE	RESULT
Proposed approach to the study	35%		
Qualifications of professional personnel	40%		
Demonstration of past performance of the firm in similar work	15%		
Time specified for performance of the contract (could be a screen-out factor)	10%		

Developing the Proposal Evaluation Rating Procedures

During the period between the issuance of the RFP and the receipt of the proposals by the CO, the COTR and the project management team need to develop objective rating procedures for the evaluation factors included in the RFP. This step is crucial to insuring the integrity of the procurement; it provides the tools and instructions for evaluating the proposals for selecting a contractor to perform the work. Documentation of the procedures and instructions for using them in the evaluation provide supporting evidence for the objectivity of the evaluation process.

Generally, for most career transition projects the factors within each of the statement of work that describe to the potential contractors what must be done or accomplished are the important source of the rating elements (standards). They are relied upon in developing the rating procedures that are used to assess the quality of the proposals submitted by prospective contractors. They are the bases for deriving the rating elements for the three factor.

If the rating procedure described above is used, an objective scoring formula will have to be developed for assigning a total score to each proposal. The formula will have to be based on the total number of factors, the number of raw points possible for each factor (converted to a 100-point scale based on each factor's assigned weight), and the number of raters. Such a formula is presented below:

Total Proposal Score = sum of converted raw points of five factors.

Where: Converted raw points for any factor =
Sum of actual raw points X factor with number of raters X total
possible raw points

Establishing the Proposal Evaluation Panel

When the rating procedures have been developed, a proposal evaluation panel, a body responsible for applying the procedures to the proposals received in response to the RFP, can be established by the COTR, who will normally be responsible for managing the evaluation function.

Composition and qualifications. The exact number of panel members is determined by the number of proposals received in response to the RFP, the length of the proposals, and to some extent, the time constraints under which the procurement is being conducted. However, the crucial consideration in staffing the panel is to ensure the reliability of the final evaluation results. This is accomplished primarily by having enough members to enable each proposal to be evaluated independently by three to six members within the allocated time constraints. Where feasible, assignments to the panel should be on a full-time basis. If this is not feasible, panel membership and duties should take precedence over the regular duties. Designation of panel membership is generally made by the official to whom the COTR reports, or when necessary, by an official at a higher level in the organization. Consideration should be

considered for including a union official of the major employee organization on the panel whenever possible. Panel members should be qualified program managers and technical personnel. Each should possess some or all of the following qualifications, and in to the panel should represent all of them:

- o Knowledge of the career transition program area or areas in which the procurement is being conducted;
- o Ability to conduct projects in the program area or areas in which the procurement is being conducted; and
- o Ability to manage career transition projects.

Conducting the Proposal Evaluation

Policies and procedures have been promulgated by Government procurement regulations which establish the methods used in the evaluation of solicited proposals. Even though there are some variations employed by Government organizations, these variations are relatively minor. The cost proposal is generally removed from the proposal package and is not evaluated as part of the technical evaluation. The CO retains the cost proposal until the technical evaluation is completed. A cost analysis is then conducted.

Evaluation is not confined to cost analysis factors only. Other factors, such as the contractor's facilities, are equally important. Participation by program personnel is essential in evaluating many of the business considerations. Also, important assistance may be rendered by counsel, cost advisors, auditors, property administrators, and other specialists. Coordination of the efforts of these specialists is important in order to compress procurement lead time.

For career transition projects, contractors sometimes present very attractive cost propositions that are never considered because the technical proposals are unacceptable. The technical proposal is the most important document influencing the contract award. A contract to be seriously considered in competition should demonstrate a high level of technical acceptability as well as an acceptable cost.

The COTR and the panel have the responsibility for the technical evaluation of the proposals. The evaluation should determine the contractors considered to be technically acceptable to perform the work and those considered to be technically unacceptable. It should also provide the relative rankings of the proposals. The technical evaluation in conjunction with a cost analysis is used to arrive at the best overall proposal. Procurement regulations generally require that written and oral discussions should be conducted with all contractors within a "competitive range," price and other factors considered. Determination of the competitive range, particularly of technical considerations, is a matter of judgment involving the exercise of discretion; unless there is a clear showing of arbitrary abuse of such discretion, it is unlikely to be questioned. The decision then becomes how far out of line must a proposal be in order to say that it is outside the competitive range. Unresponsive proposals are not automatically

excluded from consideration but may be clarified or supplemented to bring them within the competitive range from the standpoint of both price and technical considerations. In such cases, the contractor is to be permitted an opportunity to upgrade his/her proposal. It should be noted, however, that such action is not required where a proposal is so technically inferior as to render meaningful discussion impossible.

It is important for the COTR and the panel to recognize that in order for a proposal to be responsive it must demonstrate in writing an understanding of the problems, an understanding of the requirements, and ability to comply with the intent of the work statement. Awards will be made to the firms with the better technical ideas, plans, and resources to perform the work, assuming of course a reasonable cost.

The principal areas to be considered by the panel are each contractor's understanding of the problem and approach to a solution; and each contractor's qualifications based on his or her capabilities, personnel, equipment, facilities, experience, and record of performance.

The technical proposal should clearly demonstrate:

- o An understanding of the work requirements as shown by the technical approach proposed;
- o The availability and competence of experienced technical personnel:
- o The availability, from any source, of the necessary facilities to conduct the project; and
- o Experience or pertinent novel ideas in the specific career transition area of concern.

Panel considerations in applying the rating procedures. In selecting acceptable sources the panel should be concerned with a balanced effort--the proper technical approach, combined with the deployment of skills, facilities, and equipment to accomplish the work. Understanding the problems and soundness of approach will generally be given a greater weight than any other considerations.

Understanding of the scope of work (proposed approach to the project). The technical discussion is the heart of the contractor's career transition proposal. It shows the contractor's knowledge and familiarity with the latest advances in the field. The content of this part determines if the proposal is responsive or not. The technical discussion should include positive statements of intended action and should present an organized approach to a solution to the problem posed by the RFP. In some cases the approach should be solidly grounded in available theory. Any proposed methods for arriving at conclusions or results should be explicitly covered by the proposal. Principal goals or features of the proposed project should not merely repeat the RFP but should describe the major features of the

approach proposed by the contractor. The contractor's response to the requirements of the

requested effort should not be an aimless restatement of those requirements; rather the panel should determine if it is a complete discussion and analysis which shows clearly the thinking that led to the proposed approach.

The methodology should be sound. It should show a familiarity with the areas being explored. The design ought to demonstrate attention to detail and systematic planning in all areas. A contractor may feel it necessary to comment on the difficulty or ease with which the objectives can be accomplished. These comments would relate the requirements to the state of the art, duration of the program, scale of effort, and availability of support. Exceptions or deviations from the requirements should be clearly noted by the panel. Reasons for such deviations or exceptions are usually detailed in the technical section of the contractor's proposal. If the exceptions or deviations are significant, they may become major subjects of negotiations, or may have significant impact on the overall evaluation of the contractor. Appendix I2 contains the pertinent questions for consideration by the panel in assessing the proposals on the proposed approach to the project.

Qualifications of the professional personnel. The panel should place significant emphasis on this part of the proposal, since people are the key to success of any program. If the contractor's personnel do not appear to be technically qualified, the work described in the technical discussion should be seriously questioned. What a contractor says he or she can do is of course important--but evidence that he or she is capable of doing it is of equal importance. The checklist of pertinent questions is shown in Appendix I3.

Management capability is one of the key factors in the success of almost any program. In evaluating the quality of management, it is useful to consider adaptability, management philosophy, management record of performance, general policies, management-professional relationship, and technical capability.

If a special group in the contractor's organization is to be established, the panel should note that fact and put particular emphasis on the capability of the group. People that are to be directly responsible for the program area should be identified by name, title, and function in terms of their contribution in time and effort. Where career counselors are to be hired and trained by the contractor, it may sufficient to have a description of the minimum qualifications of the counselors in terms of education and experience. Responsibility should be clearly assigned.

The designation of the program manager is of special importance, since this person is responsible for execution of the program. The panel should be impressed with the facts which are presented concerning this key individual. This section should account for the selection of the principal professional, fellow team members, and their individual assignments in the program. These should be meshed into the formation of a team effort. While many projects may hinge on the talents of a particular employee, the panel should be cautious about an organization with a tendency to over-sell the role of the principal professional in the program.

The panel should feel confident that the project will progress well within the boundaries of the

talents and capabilities offered. Organizational chain-of-command should be reviewed, particularly the channel to top management, and the process by which management influences can be brought to bear on program activities should be identified. When the organization claims outstanding accomplishments or recognition in the field, the panel members should assure themselves that such representations are properly substantiated.

The contractor may indicate that a particularly high degree of interest in the proposed effort is reflected by his or her past activities or special associations, which make him or her especially eager to participate in the project. The panel should satisfy itself that expressions of such interest are founded in fact and are not merely self-serving declarations. A concrete indicator of an organization's genuine interest in a given area is the existence of proposer sponsored projects along similar or allied paths.

Past Performance of the Firm in Similar Work. One of the key indicators of a contractor's capability is his or her record of performance. Of special interest are major achievements or developments, services performed, and pertinent honors awarded by professional and honorary societies.

If the contractor has had other contracts with the organization or other Federal agencies, there will be records of performance available within it which may then determine the firm's performance character. Review of the past record of effort should be made to determine prior working relationships with the Government. A contractor can be eliminated from competition if its past record is unsatisfactory. Appendix I4 provides a check-list for the panel to use in evaluating the contractors past experience in this or related lines of work.

If the Government has no knowledge of the contractor's past record, the firm will perhaps be neither downgraded nor upgraded-in the review. The main elements of review are: cost, schedules, quality (end items-technical reports or research findings), and work performance of personnel assigned to previous projects. Of particular interest is past experience which is directly related to or closely allied with the effort the contractor has proposed.

Availability of resources. Generally speaking, the results of a particular endeavor cannot be expected to be any better than the kind and quality of the resources that are available and applied. The same is true of career transition projects. The success of the project will depend in some measure on the availability and application of resources. It is not necessarily required that such resources be on hand since they may be reasonably available through rental, sub-contract, consulting, or in some other fashion. The panel must satisfy themselves that the required resources, both in kind and quality, will be made available within the time period and at the time they will be required.

The panel should concern itself only with those resources which are to be used directly in the program; these should be described by the proposer. The proposer's description might include a list of equipment available, and a description of the equipment related directly to the project requirements. For example, the contractor may have available a group of lap-top computers equipped with skills assessment, job search, and resume writing software. If the equipment is

not available there should be a statement about how it will be obtained, and whether it is to be purchased, leased, or borrowed. There should be assurances given that it will be available in time for the project.

If the proposer has special or unique resources, these should be described together with their relationship to the proposed project. The panel should confirm their existence, availability, and pertinence. If the procuring organization agrees to contribute support, including facilities and equipment, the panel must assure that this contribution is necessary to accomplish the proposed project. It must also assure that the resources are available and can be furnished. The panel should verify any assurances from the contractor that all of its pledged resources will be available for the project, and that the schedule of other work or projects will not prevent its accomplishment. The list of questions in Appendix I5 is for evaluation resources and is intended to supplement the checklists for the other factors.

Key tasks of the panel in applying the rating procedures. Having reviewed the basic ingredients of the evaluation process and the questions that the panel must consider in rating proposals on the evaluation factors. The CO will describe to the panel what its responsibilities are.

The technical evaluation report. The technical evaluation should be documented adequately to justify the selection of the contractor over others whose proposals, from the standpoint of some single factor (such as lower estimated cost or shorter performance time), might appear more advantageous to the Government.

IV. Negotiating Technical Issues with Contractors

It is difficult to describe fully in the statement of work all of the information required by contractors to develop proposals. In the case of negotiated procurement, the CO can, within broad limits, negotiate with each contractor in order to optimize the resultant program. The final number of contractors selected for negotiation from among the top qualifiers is a CO decision; this decision is made taking into consideration the findings and advice of the panel.

The ultimate responsibility for selecting the contractor rests with the CO; the underlying laws, the Government regulations, and the procuring organization's procurement practices indicate the heavy weight of the ultimate choice. The COTR should be involved in the technical aspects of the negotiations. Continued coordination, understanding, and cooperation between the contracting personnel and COTR throughout the entire negotiation process is essential to an effective award.

Awarding the Contract

The CO is responsible for the preparation of the contract document, which reflects the agreements reached during negotiations, and for the preparation of other supporting documentation as required by regulations. Prior to release of the contract document to the contractor, the contract should be coordinated as appropriate with the COTR, property administrator, legal counsel, cost analyst, and any others as appropriate, to assure that the contract document is fully representative of the COTR's needs and meets Government requirements.

The contract document is forwarded to the contractor for his or her acceptance and signature. The signed contract is then returned to the CO who signs the contract on behalf of the Government. The contract becomes effective on the date signed by the CO, unless otherwise specified in the contract. A copy of the fully executed contract is forwarded to the contractor, as well as to Government personnel having contract administration responsibility under the contract. Notice to unsuccessful contractors--that their proposals were not accepted--is given in writing in all competitive procurements in excess of a specified amount.

Providing Feedback to Unsuccessful Contractors

Unsuccessful contractors may be interested in the reasons why they were not selected and awarded the contract. The thrust of such a question is usually a legitimate one since the contractor may be interested in trying to overcome any noted deficiencies to better enhance future opportunities. However, such matters must be dealt with tactfully. This process is sometimes referred to as "debriefing the bidders." The responsibility for this activity lies with the CO. The project officer, unless instructed otherwise by the CO, should decline to proffer any judgments requested and should instead refer the matter to the CO.

It is Government policy to provide a debriefing when requested in writing. All Government employees who receive a request for a debriefing must immediately refer it to the CO. The CO or his or her designee will be present at all debriefings and will review written debriefings

prior to release. When a debriefing is held, a brief report, summarizing the results of the debriefing, will be prepared and placed in the contract file.

V. Post-Award Contract Administration and Post-Contract Followup Requirements

When negotiation has been completed and a contract has been executed, the third phase of the procurement process, post award administration, begins. It does not end until final acceptance of the career transition work effort has been accomplished and the contract closed with final payment to the contractor. During this period there may be technical changes, progress reports submitted, Government property supplied, cost vouchers submitted, requests for subcontract approvals, review and acceptance of services and products, disputes, contract termination, and finally, contract closing. Government personnel dealing with a contractor must understand that the authority to direct the actions of a contractor is in the written word of the contract. The agent for action is the CO. No one should request or direct the contractor to do anything that is not expressed as a term, condition, or provision incorporated into the written contract. The obligations accepted by the contractor are stated in the contract; however, the contract does not guarantee that the contractor will perform exactly as the Government expects. Herein lies the requirement for effective contract administration; administration that obtains for the Government those career transition services and products that are specified as deliverables in the contract.

After the contract is completed, an evaluation of the contractor's performance, along with a technical evaluation of the services and products, must be conducted and documented. In addition, steps must be taken to insure the appropriate distribution and utilization of the final services and products.

Contract Administration

Whose responsibility. Contract administration is conducted by the CO or his or her representative, the contract administrator. The administrator's duties concern the work being performed by the contractor. He or she is the person who eventually receives all information about the contractor's efforts, keeps the contractor within the prescribed bounds of activity, and assures compliance with all terms of the contract. At the same time, the administrator helps the contractor to perform as quickly as possible, by giving direct and indirect Government assistance. In career transition contracts the necessary data for evaluation of progress and performance and for processing the contractor's request for any aid are couched in highly technical terms and involve complex subjects on which the administrator cannot be an authority. He or she must, then, rely heavily upon the COTR, who is responsible for interpreting the technical material. It is recommended that provisions be made for ongoing feedback from employees, supervisors, and other staff be provided throughout the course of the contract. (This ongoing feedback will help employees feel that they are valued and thus eliminate appeals from employees to the Merit Systems Protection Board, Equal Employment Opportunity Commission, and the courts.)

For example, the contractor should have regular feedback from employees and others to report. This feedback in the contractor's progress reports may be essential for the COTR to evaluate how the contractor is meeting the requirements of the contract. The administrator must receive this interpretation as soon as possible after the report reaches the COTR, so that

the contract can be administered in the light of the latest information. If the COTR is slow in considering these reports, the administrator is at a distinct disadvantage in evaluating the contractor's work. Therefore, a high degree of mutual cooperation between them is essential to adequate performance. A closer look at the respective duties of each will serve to clarify their roles.

Duties of the administrator. The administrator's duties fall into four categories:

- o Following the contractor's activities to assure compliance with the terms of the contract;
- o Issuing approvals under the contract so that work proceeds in an orderly manner and the contractor is paid progress payments;
- o Taking action to close out the contract under a variety of conditions; and
- o Taking action to modify the contract where appropriate.

To discharge these duties efficiently, the administrator must be able to evaluate the contractor's progress accurately. For example, to approve partial fee payments and progress payments he or she must know the degree of completion of work. To decide whether to terminate the contract the administrator must have a good idea of how well it is progressing. The actual discharge of many of these duties is routine. There is nothing complicated about the mechanics of approving costs, once the decision to approve has been made.

Duties of the project officer. Monitoring and control are essential in order to insure that the contractor uses and manages his or her resources in a manner that will provide the Government exactly what was contracted for in terms of quality, timeliness, and cost. The COTR performs a key role in this regard. His or her duties and responsibilities during contract performance are:

- o Coordinating with the CO matters affecting the contract that are nontechnical in nature;
- o Making no commitments to the contractor regarding such matters as changes in price, delivery, specifications, or other contractual terms; neither authorizing the start or stop of work except as specifically provided in the contract;
- o Recommending in writing changes in the contract, including justification for the proposed action;
- o Furnishing the Government's estimate of the cost of any proposed increase or decrease in the work or services covered by the contract and a statement on the availability of funds, if applicable;
- o Assuring that changes in the work, services, or the delivery schedules are approved by

the CO before the contractor is advised to proceed with the changes;

- o Informing the CO immediately when a contract is found to be behind schedule and stating the reasons for the slowdown;
- o Coordinating with the CO corrective action necessary to restore the contract delivery or performance schedule;
- o Furnishing the CO information on the receipt of reports (when payments are based on their receipt), trip reports, conference reports, and correspondence with the contractor;
- o Initiating, through appropriate channels, requests for shipment of Government-furnished property, and recommending final disposition of expendable and durable items;
- o Advising interested persons promptly on the receipt and acceptance of items to be delivered by the contractor under the terms of the contract, and requesting necessary action for shipment if delivery is to the contractor's plant;
- o Providing the necessary approvals or disapprovals required by the terms of the contract for the purchase of items and release of information;
- o Reviewing each voucher or invoice submitted by the contractor and recommending payment of each on behalf of the program;
- o Advising the CO of the appointment of any additional technical representatives of the COTR, and the degree of their responsibility for technical performance of the contract; and
- o Rendering whatever assistance may be required pertaining to patent and copyright problems arising under the contract.

Monitoring the Contractor's Technical Performance

The contractor is responsible for the timely and satisfactory performance of the contract. However, the Government cannot rely entirely on the contractor to make sure that the work is progressing as scheduled. Poor performance may cause costly delays in the contract or the program of which it is a part. This is crucial since delays in placing individuals who have been RIF-ed into new jobs or other transitions can be very costly to the agency in terms of severance pay and unemployment insurance. Thus the Government must monitor performance closely to insure that desired end items are delivered on time. The methods of monitoring that are used depend on the length, complexity, and urgency of the contract. Monitoring serves the following purposes:

- o It provides up-to-date project status information;

- o It helps to isolate performance problems;
- o It permits the Government to allocate Government property to various programs requiring it;
- o It helps to determine future funding requirements by comparing actual costs with progress;
- o It generates cost data on specific areas of performance, for example, needs analysis;
- o It helps to determine the Government's rights under the contract, for instance, when questions of default arise:
- o It helps to determine the adequacy of the contractor's own progress monitoring system (defects may show the need for monitoring the performance of subcontractors); and
- o It helps to identify weaknesses in the statement of work and ways of improving future statement of work development efforts.

In each of the examples the purpose is to obtain the information the Government needs about the particular project; however, the information must be specifically authorized by a contract provision. Let's turn now to how to achieve these purposes in an efficient and effective manner from the standpoint of the COTR's responsibilities.

Development of the monitoring plan. One must realize that monitoring for the most part is a costly, nonproductive activity. Therefore, it must be undertaken in an efficient and effective manner. This is best done systematically through the use of a well developed monitoring plan.

A framework for the development of the monitoring plan is established by the COTR (a) during the initial project planning, (b) during the development of the statement of work, (c) through negotiation, and (d) by selection of the contractor with the best technical proposal, considering cost. Throughout these sub-phases of the procurement process the COTR must be concerned about controlling progress toward the project objectives by asking and seeking answers to four questions: What can go wrong? What information will signal that something is wrong? How will the information be obtained? What action must be taken to get the project back on track toward the objectives? These are the key questions COTRs must ask for planning purposes and later for developing the monitoring plan.

Some potential problems can be handled before the project gets under way. For example, some events that may interfere with the project's objectives can be addressed in the statement of work, and the contractors can include contingency plans in their proposals to offset their effects should they occur. Any deficiencies in the contingency plans or other problems that come to light in the proposals can be corrected in the negotiation session.

Other potential and actual problems remain to be dealt with after the project is under way. But some key monitoring decisions need to be made before the project begins. The COTR, or a designated representative, needs provisions for information that will signal where a problem has occurred or is about to occur. Also, see previous discussions on employee input at all stages of the project through the use of hot-lines, suggestion boxes, newsletters, and regular focus groups. The information must be identified and the means of obtaining it in a timely manner decided upon. Information required to be furnished by the contractor, the way it is to be furnished, and its frequency have to be specified in the statement of work or other parts of the RFP.

Once the COTR or the designated representative has identified the types of information required to monitor the contractor's progress and the various means of obtaining it on a timely basis, a monitoring plan can be developed for systematically reviewing project information, making deductions about the project's status, and if necessary, taking any corrective action required to keep the project on target toward its objectives.

Contents of the monitoring plan. The monitoring plan should include those activities that the COTR or his or her designated representative has to perform on a periodic basis in order to be informed about the contractor's progress toward accomplishment of the project's objectives. The plan should be available when the project gets under way. Based on the information obtained from performing the activities set forth in the monitoring plan, the contract monitor can take any corrective measures that are necessary to keep the project on target toward the objectives. A list of some of the monitoring objectives most commonly included in monitoring plans is provided in Table 4.

Most monitoring activities are programmed on a monthly basis for effective project monitoring. This usually calls for some modification of the monitoring plan from month to month to accommodate the project activities in the contractor's project milestone chart. The project officer relies upon it to develop the monitoring plan and to assess project status. A sample progress report is shown in Appendix I6.

Evaluation of Progress

Time, money, and quantity delivered, the traditional yardsticks of supply procurement, are not adequate for evaluating progress in a career transition procurement. Progress reports on successes and complaints and suggestions for improvements are the major tools at the disposal of the project officer. A review of several sources of information available to the project officer about the progress of a project will help to show how the project's status is assessed.

Technical project reports. To make sure that the administrator and the COTR keep tabs on the contractor's efforts once work has begun, every career transition contract requires the

TABLE 5

SAMPLE MONITORING PLAN FOR CONTRACT		
Objective:	Planned Completion Date	Actual Completion Date
Monthly progress reports reviewed		
Monthly financial reports reviewed		
Request for progress payments certified		
Monthly project status report prepared for CO		
Onsite visits conducted		
Monthly oral status reports by contractor arranged		
Technical report outlines approved		
Interim and draft project reports on workshops, counseling, etc., reviewed and comments submitted to contractor		
Final reports of services and products approved		
Satisfactory completion of the project objectives certified		
Final payment to contractor certified		
Project evaluation report prepared for program officials and CO's file		

contractor to supply periodic progress reports. Government personnel interested in the project obtain most of their information concerning the status of the contractor's work from these reports. Consequently, they should be fairly detailed, although not so detailed that preparing them is burdensome to the contractor's personnel.

Besides keeping Government personnel aware of the contractor's progress, the technical progress report also gives those engaged on the contract a chance to stop periodically and take stock of their efforts in terms of the intent and specifications of the contract. The necessity of writing a progress report forces the contract personnel to evaluate their work according to the objective standards of the contractual requirement.

The number of reports required is specified in each contract. Their number and frequency are

determined by the volume, criticality, and timeliness of the data upon which the COTR and the administrator will base their evaluations. However, a requirement to submit more or fewer reports than the contract calls for can be added at any time. If necessary, formal progress reports are easily supplemented by informal written or oral communications.

Nontechnical reports. The nontechnical reports that the contractor is required to submit to the administrator have two distinct purposes. The first of these requirements is the more obvious: voucher invoices, expenditure breakdowns, requests for overtime, and the like indicate the financial status of the procurement. On the basis of these business reports the administrator makes or withholds payments and acts to avoid cost overruns. Second, nontechnical reports can be put to a less obvious use: a great deal can be deduced from them about the technical progress of the contract as a whole.

Total costs incurred to date are an important source of financial and technical information. They give the COTR and the administrator an indication of whether enough overall progress is being made on the contract to permit prompt completion and whether expenditures are in keeping with the percentage completed estimates given in the technical progress reports.

The frequency with which such reports should be submitted is decided by the same considerations as in the case of technical progress reports. They should be frequent enough to give necessary information but not so frequent as to become a drain on the contractor's time and effort. There should, if possible, be enough business reports to keep a running correlation of expenditures with technical progress. If an insufficient provision for reports was made in the contract, the administrator can amend this.

On site visits. In addition to using technical progress and expenditures reports, the administrator and Protect officer may try to ascertain the contractor's progress by visiting work sites. This is desirable for the same reason that makes it wise to have progress reports pass through the COTR's hands before reaching the administrator: that is, the administrator needs the COTR's help in evaluating the technical information that will be used to administer the contract. Furthermore, when the administrator and COTR visit the contractor together, they function as a team and reinforce each other's knowledge of the project and the contract. Simultaneous visits also take up less of the contractor's time.

The COTR will usually find it necessary to visit work sites oftener than the administrator can arrange to accompany him or her. On such occasions the COTR does not make any informal arrangements with the contractor, such as suggesting additional work not covered by the terms of the contract. The COTR reports the results of the visits to the administrator.

At times, the Government itself encounters problems that affect the procurement. Changes in program requirements or new legal requirements, for example, may require redirection of the work. It may even be wasteful to continue along the original path while changes are being considered. Accordingly, the Government reserves the right to suspend contract work in certain procurement.

Progress data may reveal more than just performance difficulty; actual delinquency may appear. The Government must then act promptly and carefully to fulfill its requirements and preserve its rights. Sometimes termination is necessary; in other cases, less drastic steps are adequate, such as contract modification extending the time to complete the contract.

Assuring Quality Through Monitoring and Control of Contractor Personnel Assignments

Quality in the contractor's personnel is always important to achieving quality in contract output. Obviously, the most important way to assure satisfactory quality is to have the services performed by people who have previously demonstrated the necessary capabilities and qualification.

To insure that the work will be performed or at least supervised by persons with the qualifications needed to produce satisfactory quality of output, career transition contracts may contain a "key personnel" clause. In this clause, the contractor promises to assign to work under the contract certain-named individuals (sometimes indicating also the capacity in which each named individual will act); and promises not to remove or divert any of the named "key personnel" from the contract unless the CO consents. Key personnel, for example, may put on special workshops or design and develop career centers in the agency.

To assure that the organization gets the benefit of the "key personnel" clause, the COTR needs to have regular meetings with the key people about what they have been doing. Through these meetings the COTR can determine that the key people are applying the kind and amount of effort to get the work done properly. For example, it is obviously not expected that the key person designated in the contract as "project supervisor" will personally do all the work that the contract requires; but this person is expected to devote the time and effort needed to direct and guide the work. Keeping in touch with the supervisor can disclose what degree of control the supervisor has over the project staff.

The qualifications of contractor personnel other than "key personnel" are also important to satisfactory contract performance. If those who are performing particular parts of the contract lack the experience or training to do the kind of job that is required to assure satisfactory reliability and quality in the contract output, this is a matter the COTR should call to the contractor's attention.

The COTR can often keep informed as to the numbers and levels of staff working on the contract through review of charges billed by the contractor and of supporting material. These may disclose or suggest use of inexperienced or under-qualified personnel that dilutes the quality of effort.

The COTR should beware, however, of acting as the contractor's personnel manager. Recruitment, hiring, and firing of contractor personnel must be recognized at all times as being the function of the contractor. The Government's role, through the COTR, is basically one of reviewing the contractor's assignments of personnel and the qualifications of those personnel, and taking steps to try to work out corrective measures with the contractor where personnel qualifications are inadequate. Most problems that might arise concerning personnel

qualifications can be taken care of by careful wording of the RFP and through the negotiation of the contract language before the contract is finalized. A sample form for documenting the soundness of services and products is shown in Appendix I7.

Completing the contract

The CO ensures that the closeout action on the contract is initiated in an orderly and timely manner. A completed contract is one which is both substantively and administratively complete, and in which all aspects of contractual performance have been either accomplished or formally waived. A contract is substantively complete only after all articles and services called for under the contract, including such related items as reports and exhibits, have been delivered to and accepted by the Government, including those articles and services for which no specific compensation may have been stipulated. A contract is administratively complete when all payments have been made and all administrative actions accomplished.

Post-Contract Followup

Evaluation of performance. Evaluation of performance is carried out by the COTR and administrator after completion of the contract, or of a phase of work specified in the contract. Careful evaluation of the contractor's performance is vitally important. Information about the contractor's financial reliability, promptness of delivery, and quality of technical performance become part of the source files used by the COTR and negotiators in selecting contractors for future contracts. In the evaluation the administrator must rely heavily on the COTR's final report of the quality of the contractor's final technical reports and other products. For his or her own part, the administrator should carefully summarize all data concerning the contractor's administrative handling of the contract, as well as any personally observed factors that would be of value in the Government's source files.

APPENDIX I1

Checklist for Determining the Adequacy of the Statement of Work

Is there a date for each service and product the contractor is to complete or deliver? If "elapse" time is used, does it specify the months? ☐ Yes ☐ No

Are printing specifications provided for reports and products? ☐ Yes ☐ No

Are proper quantities shown? ☐ Yes ☐ No

Has the statement of work been developed so that, where applicable, cost can be estimated for each phase or area of work? ☐ Yes ☐ No

Have the type and quantity of counselors, workshops, reports (technical, financial, and progress) required been described and specified? ☐ Yes ☐ No

Has the role and responsibility of the Project Officer been clearly identified? ☐ Yes ☐ No

Have evaluation criteria with weights been established; are they included; are they clear; are they appropriate? ☐ Yes ☐ No

Is the work statement sufficiently specific to permit the writer and the contractor to make a list of staff resources and, if necessary, special facilities, equipment, subcontracts and consultants needed to accomplish it? ☐ Yes ☐ No

Is general information separated from direction so that background information and suggested procedures are clearly distinguishable from contractor responsibilities? (Statements that do not directly contribute to the requirements should be avoided since they may be ambiguous, confusing, and increase costs.) ☐ Yes ☐ No

Have the "nice to have" items been eliminated from the "essential" items? ☐ Yes ☐ No

Are the end products described in such a way that the contractor knows what is required and the organization's representative who signs the acceptance report can tell whether the contractor complied? ☐ Yes ☐ No

Are contractor requirements clearly stated, including standards which will make it possible for all parties to measure performance? ☐ Yes ☐ No

APPENDIX I2

Evaluator's Checklist (Understanding the Scope of Work)

Has the proposal demonstrated an understanding of the problems to be solved? ___Yes___No

Is outplacement services new to the company? ___Yes___No

Has the offeror made an accurate assessment of the problems based on his/her interpretation of the requirements set forth in the statement of work? ___Yes___No

In this solution process, did he/she create other problems which would broaden the scope or require follow-on of additional 1 outplacement funds? ___Yes___No

Are alternative solutions which were explored and rejected discussed with the reasons for their rejections? ___Yes___No

Does the proposal explain why the technical approaches to be used may be expected to yield the desired results? ___Yes___No

Are the performance requirements or any alternatives suggested realistic and reasonable? ___Yes___No

Where deviations or alternates are offered, are reasons given? ___Yes___No

Are the more difficult areas delineated with details showing how it is expected they will be overcome? ___Yes___No

Does the proposal represent a unique, imaginative approach? ___Yes___No

Is this description a novel idea or technical approach? ___Yes___No

Is the plan feasible? ___Yes___No

Is there agreement between the technical program and the planning? ___Yes___No

Does the plan show knowledge of the area of outplacement services to be undertaken? ___Yes___No

Is the technical program fully responsive to all written requirements and specifications? ___Yes___No

Is it also responsive to implied and unstated requirements which must realistically be

considered if the goal is to be achieved? ☐ Yes ☐ No

Are technical weaknesses identified; and does the proposal indicate how these will be overcome (for example, by the use of consultants?)

☐ Yes ☐ No

Is there adequate evidence of intent to comply with the terms and conditions regarding reporting requirements, proprietary rights, documentation disclosures, protection of privacy, and other special technical conditions? ☐ Yes ☐ No

Do the efforts needed by the Government match up with proposed program? ☐ Yes ☐ No

Does the contractor elaborate on his/her compliance requirements or does he/she repeat the words of the RFP? ☐ Yes ☐ No

Are all Questions answered and all blanks filled in? ☐ Yes ☐ No

Is the proposal responsive to the requirements? ☐ Yes ☐ No

Are there any apparent discrepancies or omissions? ☐ Yes ☐ No

Are there any apparently misleading statements ambiguities or erroneous data? ☐ Yes ☐ No

Is the proposed methodology clearly stated? ☐ Yes ☐ No

Are the steps realistic in terms of time and money? ☐ Yes ☐ No

Is the methodology within range of the skill level of the principal program manager?

☐ Yes ☐ No

Are the solutions and plans proposed impossible or impractical? ☐ Yes ☐ No

Was there more than one approach to the problem and did the proposer look at all of them?

☐ Yes ☐ No

Was the best approach taken? ☐ Yes ☐ No

Will the transition objectives be accomplished through this approach? ☐ Yes ☐ No

Is the effort proposed predicated on proven techniques? ☐ Yes ☐ No

If proprietary data or techniques will be used, is the reason why explained? ☐ Yes ☐ No

Does the approach avoid over-sophistication? ☐ Yes ☐ No

Does the proposal distinguish between the simpler and the more difficult performance requirements? ☐ Yes ☐ No

Does it demonstrate an awareness of human and environmental factors? ☐ Yes ☐ No

Are the technical problems which must be solved stated? ☐ Yes ☐ No

Are the required sequential solutions proposed and properly related to the major area of concern? ☐ Yes ☐ No

Is there a clear concise statement of the technical requirements which the proposal fulfills? ☐ Yes ☐ No

Are the technical problems clearly delineated or are they merely "parroted" from the proposal request? ☐ Yes ☐ No

Does the proposal convincingly show a depth of understanding of the problem? ☐ Yes ☐ No

Has the proposal taken a relatively objective look at the entire problem prior to thinking in terms of specific solutions? ☐ Yes ☐ No

Is the problem area clearly established? ☐ Yes ☐ No

Is it related adequately to the larger context of which it is a part? ☐ Yes ☐ No

Have the limits of the problem been specified to show that the proposed study will be restricted to an appropriate scope? ☐ Yes ☐ No

Is there a concise but adequate review of the literature? ☐ Yes ☐ No

Is the literature review merely an annotated bibliography or Is it a scholarly critique? ☐ Yes ☐ No

Does the technical discussion show recognition and complete understanding of all problems and requirements? ☐ Yes ☐ No

Are there any technical errors? ☐ Yes ☐ No

Are the specific objectives of the proposal clearly stated? ☐ Yes ☐ No

Is the proposed approach realistic in view of time, equipment, budget and professional experience of the principal investigator? ☐ Yes ☐ No

Have any required procedural steps been followed throughout the proposal? ☐ Yes ☐ No

Are exhibits and appendices included? ___Yes___No

APPENDIX I3

Evaluator's Checklist (Qualifications of Professional Personnel)

Does the organization truly appear to have capability in the work proposed? ___Yes___No

Do biographies relate specific experience of personnel to the specific needs of this project?
___Yes___No

Is much of the biographical information extraneous? ___Yes___No

Is the availability of specific people clearly detailed? ___Yes___No

Since the same personnel are frequently used for different proposals, does the proposal show a depth of qualified personnel? ___Yes___No

Where tie-ins with consultants are required, is specific evidence given of the consultant's commitment to be available when required? ___Yes___No

Does the proposal show the capabilities of the management to handle a project of the size contemplated? ___Yes___No

Is evidence given that top-level management has full control of its organization?
___Yes___No

Check for missing sections. Have resumes and capability descriptions been included?
___Yes___No

Does the proposer' interest in this specific project tie-in with his/her long-range plans and his/her past experience? ___Yes___No

Will a special management group be formed or will there be organization-wide participation?
___Yes___No

Is the position of the program manager in the over-all organization and the limits of his/her authority and responsibility shown? ___Yes___No

Are the right types of management people being utilized? ___Yes___No

Is it clearly shown how the project management will operate effectively on basis?
___Yes___No

Are the type, frequency, and effectiveness of management controls and methods for corrective action shown? ___Yes___No

What evidence is there to support the selection of consultants (technical and management talent)? ☐ Yes ☐ No

Does the program management description show competence? ☐ Yes ☐ No

Are the people selected obviously qualified? ☐ Yes ☐ No

Are their qualifications directly related to the requirements of the project? ☐ Yes ☐ No

Does the proposal evidence the breadth and depth of management capability appropriate to the project? ☐ Yes ☐ No

Does the task organization integrate the overall organization in terms of effective lines of authority and communication, and in terms of effective integration of research, development, design, drafting, technical writing, and where appropriate test functions?
☐ Yes ☐ No

Is it clearly demonstrated that top-level management will continue a high level of interest and assume responsibility for successful accomplishment of the program? ☐ Yes ☐ No

Is there evidence of a proper orientation and organizational structure to meet the specific management needs of this project (especially in terms of providing an integration of all project phases and pieces)? ☐ Yes ☐ No

Are definite plans included for specific key personnel assignments? ☐ Yes ☐ No

Have key personnel to be assigned the experience, educational background and record of past accomplishment appropriate to the scope of effort? ☐ Yes ☐ No

Does the project success depend excessively upon subcontractor or temporary consultants?
☐ Yes ☐ No

Is the proposal dependent upon recruitment of key personnel? ☐ Yes ☐ No

APPENDIX I4

Evaluator's Checklist (Past Experience of the Firm in Similar Work)

Has the firm held previous contracts with the Agency or other Government establishment?
___Yes___No

Has past performance in this personnel-measurement area been satisfactory? ___Yes___No

Did the firm solve its own technical problems, or did it rely heavily upon the technical staff of the agency? ___Yes___No

Is it aware of the major points of the project under consideration? ___Yes___No

Does the firm have a know-how for this project or will there be a requirement to educate?
___Yes___No

Were schedule commitments generally met? ___Yes___No

Were there contractual problems attributed to contractor inflexibility, or lack of cooperation?
___Yes___No

Did the firm complete the prior contract work? ___Yes___No

Were the efforts/result considered poor - satisfactory - good - excellent - outstanding?
___Yes___No

If the firm had more than one program or performed several continuous phases of another program, was its overall performance consistent (good or bad?) or erratic? ___Yes___No

Is there too much dependence on "consultants?" ___Yes___No

Is the estimate of professional, technical and administrative staff requirements in consonance with the project requirements? ___Yes___No

Is there a reasonable balance between professional personnel and technicians? ___Yes___No

Are professional personnel appropriately utilized; or are technicians offered where highly qualified professional specialists are required? ___Yes___No

How is the firm's corporate staff affected? ___Yes___No

Are its resources overly committed? ___Yes___No

Is information provided as to the relation of the proposed project effort to existing or previous projects which the offeror has done for other customers, indicating the customer, project, and funds already spent? ☐ Yes ☐ No

Does the firm have experience with practices and procedures of your organization which would increase the effectiveness of its performance? ☐ Yes ☐ No

Is the usual business of the firm (commercial or Government) closely related to the proposed work? ☐ Yes ☐ No

Is convincing assurance given of the specific technical competence for this project?
☐ Yes ☐ No

Are specific examples of similar projects successfully completed given? ☐ Yes ☐ No

APPENDIX I5
Evaluator's Checklist (Availability of Resources)

Have the physical resources been specified? ☐ Yes ☐ No

Does the proposer have the resources and equipment required to meet the needs of the project?
 ☐ Yes ☐ No

Will these resources and equipment assure timely delivery and quality efforts? ☐ Yes ☐ No

Have the proposer's subcontractors and vendors been acceptable on the basis of past performance, delivery and cost? ☐ Yes ☐ No

If adequate physical resources do not exist, or personnel are not presently available, are the provisions for obtaining them described? ☐ Yes ☐ No

Is the proposal contingent upon Government-furnished equipment beyond that set out in the RFP? ☐ Yes ☐ No

Are these needs clearly justified? ☐ Yes ☐ No

Has the work schedule been specified clearly, and is it realistic in terms of time and money?
 ☐ Yes ☐ No

Is the schedule in consonance with available personnel? ☐ Yes ☐ No

Is the proposed delivery schedule in conformance with mandatory or target schedule requirements? ☐ Yes ☐ No

If time of performance is important and is a competitive evaluator factor, is the proposed schedule supported by the technical proposal? ☐ Yes ☐ No

Is the planning realistic? ☐ Yes ☐ No

Does it follow the general principles of phasing, PERT or other recognized and accepted procedure? ☐ Yes ☐ No

Does the proposal show that the delivery schedule will be met and how it will be met?
 ☐ Yes ☐ No

Is sufficient detail regarding master scheduling, programming, follow-up, and other like functions given to reinforce the foregoing assurance? ☐ Yes ☐ No

Are the various technical phases of the project detailed and realistically scheduled?
 ☐ Yes ☐ No

Are effective review, evaluation and control provided at specific checkpoints? ☐ Yes ☐ No

APPENDIX I6

Sample Progress Report Format

DATES: FROM:

TO:

PROJECT:

REPORT COVERS PERIOD:

SUMMARY OF PROJECT ACTIVITIES:

PLANS FOR COMING PERIOD:

RESULTS, PROBLEMS, OR REVISIONS IN PLANS:

STATUS IN RELATION TO SCHEDULE: ATTACHMENTS:

APPENDIX I7

Sample Documenting the Soundness of Services and Products

Product Title:

Project Title:

Technical Evaluation:

This product is technically well done and documented.

This product is technically sound with only following minor exceptions:

This product is technically sound except for these features:

This product is technically deficient in several major respects:

Date of Review

Signature

APPENDIX J

GUIDE TO PROGRAM EVALUATION

This appendix provides a simple discussion on program evaluation. Program evaluation is important to insure that ongoing programs meet the objectives set for them. Also, it is important to point out that no effective program can be static; each program needs to be continuously reviewed and updated in order to remain effective over time. Evaluation procedures can provide the information for making these needed changes.

In a simplistic model, one does two things in evaluating the effectiveness of a career transition program:

1. Define the short term, intermediate, or long run desired outcomes of the program.
2. Study how effective the program was in meeting these outcomes.

The simplest procedure is to first establish the program objectives, run the program, and then evaluate how well those program objectives were met. The program objectives will form the criteria for which the program will be evaluated. These objectives should be developed with the view of the employee as the customer. I.e., what do we need to do in order to meet the employee's needs or wants within the constraints of the agency? This should be done with input from the employees, if possible. For example, the agency could hold one or more focus groups of employees to determine what the employee's needs or wants are and how they proposed to have the agency help them meet these needs. At some time in the future after employees have used these services, hold one or more focus groups again with these same or other employees and determine how well the objectives were met and what change they recommend to the program. This provides a feedback mechanism for program improvement. Funding, staff resources, space, time frames, current skills and needed skills of employees, and other factors all must be taken into consideration in evaluating the criteria for which the program will be evaluated.

For a program already in operation, a baseline evaluation should be performed to determine what is being done, what the costs are, and what processes are used in the transition program to assist in the development outcomes for the employee. To the extent possible, the baseline of operations of new employees using the service should be ascertained and then the criteria of success can be determined.

As can be seen, this is a feedback type of mechanism. The questions that can be asked and evaluated by surveys, records review, and focus groups are many. For example,

1. Are the right people using the transition services?
2. Have we properly communicated the program? i.e., do all employees know about the program? Does this include employees at all levels? Do they feel "safe" in using the program services?
3. Are the best techniques being used in training employees for new job requirements or for finding other jobs?

4. Should we invest in new equipment or programs in the career center? What are their expected payoffs?
5. What did the outplacement activity cost compared to initial estimates?
6. What was the cost per placement? Was this substantially less than the cost of simply terminating the employee and doing nothing?
7. How many staff hours were actually worked on the activity by management, by other staff, by the transition program staff?
8. Were employee appeals less than what was historically found in similar situations? Were employee grievances down from what was historically found in similar situations?
9. Have we served all of our employees equivalently; i.e., were men and women, minorities, older workers, people with disabilities, veterans, served?
10. What is the morale of employees who remain? How can it be improved? Are we sufficiently remotivating our people after the recent reorganization?
11. Are we getting the best return on our investments in people? For example, are we announcing a reduction in force early enough so that we do not need to pay severance pay and unemployment insurance? How do we know this?

The tools that agencies have used in their total quality management evaluation programs are appropriate for use in this program evaluation. The Shewhart or Ishikawa Circle, mental imaging, brain storming, benchmarking, multi-voting, nominal group technique, pairwise ranking, force field analysis, Pareto charts, thematic content analysis, cause and effect diagrams, affinity diagrams, flowcharts, each can be used as appropriate. An excellent textbook on evaluation is:

Rossi, P. H., & Freeman, H. E. (1993) Evaluation: A Systematic Approach. Newbury Park: Sage Publications.

In the remainder of this appendix, one program area of the career transition program will be addressed. That is the outplacement program. A similar discussion could be held for reskilling programs of various kinds and other programs found in the career transition program.

The focus of career transition efforts should be to assess employee needs and determine the best ways to meet those needs. If the need is to find new employment in another organization, realistic employment opportunities should be targeted. This may require assessing the employee's skills, abilities, and interests, match these to occupational areas where jobs may exist, to influence an applicant's career choice, and to maximize the use of developed tools and systems for finding a new position. Outplacement efforts should be targeted to meet an occupational need.

Location Issues. For employees located in isolated areas where the facility will be closed, it will be difficult to evaluate needs and therefore difficult to evaluate the success of the program, except for an actual number count. However, surveys can be used. Following is an example of a survey that might be used in an isolated area to determine what the employees who will be RIFed need or want:

EMPLOYEE SURVEY AT INSTALLATIONS TO BE CLOSED OR DOWNSIZED

I am interested in the _____ Agency providing the following assistance to me and/or my colleagues when we begin the process of downsizing and relocating programs:

- ☐ Stress management workshop for myself and family
- ☐ Resume writing workshop
- ☐ Job application preparation workshop
- ☐ Locating job leads
- ☐ Job search strategies for following up on job leads
- ☐ Job search support group
- ☐ Career counselor to assist in the job search
- ☐ Job information--Federal openings in metropolitan area
- ☐ Job information--Federal openings nationwide
- ☐ Job information--private sector openings in metropolitan area
- ☐ Job information--private sector openings nationwide
- ☐ Career change counseling
- ☐ Financial and retirement counseling

What other needs do you have or foresee for yourself or your colleagues in carrying out an effective career transition to new or different employment? We are interested in your ideas and input:

Do you have suggestions on how we can best help meet the above needs for you and your colleagues at your location?

Please send this completed survey to:

(Name of an actual individual, telephone number, and address)

Name (Optional): _____

The followup evaluation would consist of asking the employee through the use of a survey, by phone or mail, if he or she used the particular procedure, and if he/she did, how helpful it was. The evaluation would go on to ask the employee what changes he/she would recommend to that part of the program and to the program as a whole.

(Innovative methods can be developed to meet the above needs, even in the most isolated of

areas. Teleconferencing facilities can be setup by GSA, DOD, or private firms in order to hold workshops. Computers with modems can be provided for job information. Counselors can be provided by telephone and in person. It is recommended that a counselor meets in person each employee who receives a RIF notice, early on in the career transition process. Job clubs as support groups can be established. The counselor can review and edit resumes, letters, etc., by use of FAX or the mail. Also, cross agency assistance can be provided in most places.)

An Actual Example in One Agency. Briefly, we would like to explain the limited interactive evaluation process that OPM used in evaluating its outplacement efforts during FY 94 and 95 as an example in program evaluation. (This example is not presented as a model to follow, but rather as an illustration of how evaluation processes can be used.) It shows how one agency tried to evaluate its program. At the time that OPM management learned that it must have a immediate reduction-in-force to meet budgetary problems in its revolving fund, OPM had been in the process of establishing a comprehensive career transition program. This program was modified to emphasize the outplacement needs of its employees. The Tennessee Valley Authority and other public and private organizations were consulted on how to best setup the program. As a result, a program was developed that consisted of six major parts:

1. Career transition counselors (peer counselors)
2. Career transition workshops (managing change, retirement planning, resume writing, mounting job search strategies, interview preparation, etc.)
3. Career resource center (library of resource materials, computer terminals and software on job search strategies, preparation of the SF 171, resumes, cover letters, keyboarding skill development, etc., and two employee development specialists)
4. Skills assessment tools (ability and interest inventories were used to assess the skills of the employees and to provide appropriate feedback)
5. Written handbooks (two excellent handbooks were used to guide the employee through the entire process of preparing for a new job and searching for and landing that job)
6. Employee newsletter (bi-weekly newsletter, Tips and Resources, to provide all of the employees who received RIF notices and their counselors with the latest information on possible job leads, financial issues in the agency, and ideas in general to assist in finding a new job or finding alternatives, such as schooling)

It was recognized that the bottom-line for OPM was the completion of the cycle of moving on with the employee's life, either as an employee in a new position within OPM or elsewhere, or going back to school, traveling, staying home with children, etc. Therefore, a reporting system was established to capture this information. The counselors reported each successful and unsuccessful transaction to a GM 14, Program Analyst, who coordinated the entire tracking and assistance program for those who were RIFed. The program analyst then prepared the report which is attached. During the active RIF process that lasted approximately eight months, these reports were prepared on a bi-weekly basis and sent to the OPM Director, his key staff, and to all of the associate directors, and the counselors.

Where it was determined that a particular region of the country was not doing well in placing people, an Associate Director from OPM's Central Office worked with the Regional Director to correct this problem by providing additional resources, training, or other interventions seemed appropriate.

The counselors were organized in a bureaucratic hierarchy with a team of senior counseling meeting weekly with a key agency official who reported to the OPM Director. The senior counselors met with their teams of counselors on a weekly basis after the first meeting. Feedback to the agency director was facilitated by these efforts and changes were made in the program as needed. For example, it was recognized that a resume book should be developed. This was prepared and included the resumes for all of the individuals who were RIFed in a particular area. These resume books were sent to Directors of Personnel and other sources in the hope of helping people find employment.

The Employment Assistance Program (EAP) counselors also were in this network. One of the two EAP specialists always attended the senior counselor meeting. Feedback as to areas of needed concentration were provided. The EAP specialists were able to secure additional resources as needed to supplement their expertise.

The local union was an active partner in the entire process. Representatives served as counselors. They also received feedback from employees as to assistance and changes needed in the program. An active partnership program was established. During the period of the active portion of the RIF, the partnership council met regularly. The OPM Director or his key assistant, attended these meetings. (The union also worked on appeals of actions they thought were improper. This was expected.)

The status of placement activities was a fixed agenda item for each Monday weekly meeting of the OPM Director with his key staff, the union, and employee professional groups. The Director, in addition to the feedback from the program analyst, had feedback from the Regional Directors and Associate Directors involved in the RIF.

OPM also conducted two surveys. The first one is attached. A followup letter was sent to these individuals to encourage them to reply. A telephone protocol was also developed. Unfortunately, OPM had not maintained a centralized telephone log of numbers where people could be reached. As a result, this telephone protocol was not used. The letter and protocol are attached. The reader will notice that the

items in the survey relate to key issues faced in this career transition program. Each component of the outplacement program was assessed.

OPM also wanted to know what changes the career counselors thought were appropriate. The survey is attached for the reader's information. Followup phone calls were made to each counselor to encourage him or her to complete the survey.

As would be expected, based on the reported experience of private sector corporations, most

employees who are terminated are angry for being terminated for no cause of their own. They stay angry for a long time, approximately a year. Therefore, many of will not return the survey without followups and they will make many angry comments on the surveys. This is to be expected. However, we did receive a great deal of useful information for revising our program. One of the key findings from the survey of those who were RIFed is that we need to concentrate our efforts to sell first-line supervisors on the need to aggressively help the employee who has been terminated. We need to sell them on this idea that this is a joint effort that will benefit them as well. There were many other suggestions. This survey is currently being evaluated. For the counselors, many indicated a need for additional training.

As can be seen from the experiences of OPM, an active strategy for evaluation was made a part of the career counseling program. The program was modified as needed as it was in use. The program was also very successful. OPM was able to quickly place our employees.

A Partial Example. Army uses a contractor for conducting its career transition programs for its military and civilian employees who are terminated. Employees are told what services and products are available for them. They are told that they should report any problems or suggestions immediately. Army setup a hot-line which is available at all times to take calls concerning the program. There are also provisions for mailing in reports of problems or suggestions for improvement. This has been carefully monitored. As a result, no formal appeals have been made on the program. Army also is evaluating the effectiveness of the job search. Did the person secure a better, same as, or poorer paid or status job than he or she held before? This and other variables are currently being evaluated.

Most contractors will not publicize there track records. Therefore, it is suggested that the process Army is using in tracking problems and in evaluating the programs is one that should be considered in setting up a new program.

A Final Note. Program evaluation can be as simple or complex as the organization deems appropriate. Many discussions utilize the systems approach of:

INPUT --- PROCESS --- OUTPUT --- OUTCOMES

The input is the downsized employees, their skills and motivation, and the career transition resources available to them. The process is the organizational support, the use of career transition resources, and other things done to and for the downsized employees. The output is the results of the process; i.e., a new job, going back to school, receiving unemployment insurance, and so on. The outcomes are satisfied or dissatisfied former employees, retrained employees who are working well or not, and so on. Each of these stages actually were studied in the OPM evaluation example. The following two figures illustrate some of the categories of information that can be studied in program evaluation work.

NOTE: These figures are not reproduced in this PDF document. Also, the tables and charts showing the number of people transitioned by category are not reproduced.

APPENDIX D1
TRACKING RECORDS FOR OPM

APPENDIX D2
SURVEY OF EMPLOYEES WHO WERE RIF-ED FROM OPM

APPENDIX D3
SURVEY OF OPM CAREER COUNSELORS

APPENDIX D4
Evaluation of Career Transition Program Effectiveness:
General Guidelines for Continuing Improving Programs